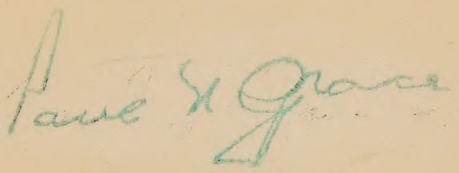

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THE TECHNIQUE OF EXECUTIVE CONTROL

THE TECHNIQUE OF EXECUTIVE CONTROL

BY

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THIRD EDITION
REVISED AND ENLARGED
FOURTH IMPRESSION

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TO
MY FATHER AND MOTHER

PREFACE TO THIRD EDITION

I have received many requests for answers to the problems which have been interspersed throughout the text. Although practically all of these situations are drawn from personal experience, I have hesitated to present my own solutions, for I hold that the proper procedure in any given instance will vary in terms of the personality of the executive involved. A technique that would afford marked success when used by one person might fail in the hands of another.

In this edition, I have added a series of questions to each problem which should facilitate analysis by the reader. It should, consequently, be comparatively easy to determine upon a correct course of procedure which capitalizes individual executive characteristics.

E. H. S.

CAMBRIDGE, MASS.
January, 1930.

PREFACE TO FIRST EDITION

Success in executive conduct is increasingly requiring intensive and penetrating thinking. Yet few fields of effort have so effectively resisted a rational approach. There has seemed little that is tangible or concrete in the art of the executive; and vague terms such as "personal magnetism" or "radiating personality" have thrown a spell of enchantment over the processes of human control.

To those who are searching for a constructive analysis of executive conduct, I offer this book. It is intended as a manual or guide to executive straight-thinking. It does not aim to draw arbitrary conclusions or to determine inflexible standards. Rather it suggests and stimulates new avenues of reflection, and aids in the building of an executive method, best suited to the unique capacities of each personality.

I am deeply indebted to Matthew C. Brush of New York who first brought to my attention the importance of research in this field and to the many executives who have assisted me in the preparation of much of my material during the past five years. I wish also to acknowledge the cooperation of Professor J. G. Callan of Cambridge, Mass., and General Brice P. Disque of New York, in their criticism of the final manuscript.

ERWIN HASKELL SCHELL

CAMBRIDGE, MASS.
March, 1924.

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CHAPTER I

INTRODUCTORY

There seems to be a widespread belief that executive skill is a God-given attribute. It is something that you have or you haven't. Your success as a leader of men is a matter of unchangeable destiny. In some measure, this is true. There are a limited number of essential executive qualities which are doubtless in the nature of a birthright. Without them, one can never hope to aspire to executive success. With them, accomplishment follows naturally.

But between those individuals who have these few qualities in great measure, and those who do not have them at all, there lies the much larger number of individuals who are gifted in moderate degree. These are the persons whose progress may suffer because of the notion that executive technique is a matter of a sixth sense, an intuitive faculty which defies explanation, a "hunch" which always tells the right thing to do at the right time. These people tend to close their minds to their problem. If they employ a wrong executive method and arouse antagonism and opposition, they are inclined to trace the blame to the unseemly disposition of the employee. If repeated errors place them in poor comparison with other executives in similar positions,

they say, in discouragement, "I was never intended for executive work."

Now the truth is that such a viewpoint not only does no good, but it does great harm. The executive who follows an impulse usually relies upon some emotional stimulus, and in the majority of cases this reaction points to exactly the wrong thing to do. The leader who lets his impulses guide is a good leader only for a mob, and we have no place for mobs in industry. Good leadership requires careful penetrative thinking and it requires absolute self-control. It is through the mind with its power to guide emotional pressures into constructive behavior, that man has progressed. If he had depended solely upon his habits and feelings, he would still be living in caves. An organization must be marshaled forward by reason. The executive must think his way along and his desires and actions must conform to the decisions of his mind, rather than to the unguided surges of his emotional nature.

It would be very helpful if we could set down definite rules of conduct to insure executive success in every case. The difficulty here is that there would be as many rules as there are relationships between each executive and each employee, because every person varies from another. In the chemical laboratory we may mix two reagents and forecast the result precisely. In the human laboratory, when one personality impresses itself upon another, the result is not a simple reaction, it is a complex response springing from the individual consciousness or subconsciousness with a form and intensity

which varies with the personality of the person impressed.

This would make our task appear rather hopeless, were it not for two qualifying elements. The first is that there are certain tendencies and modes of behavior which are common to all of us. While these characteristics may be overlaid with differing patterns of personality, yet their universal presence gives the executive a basis for a thoughtful study of human behavior. Second, the executive can know himself. He can determine the methods and tools which his personality will allow him to use most effectively, and he can, therefore, build rules of self-conduct which will best suit his capacities.

It is clear, then, that we cannot be arbitrary in this discussion of executive conduct. We cannot say, "Do this, do that." If it appears that we present explicit instructions, they should not be so interpreted. The reader must weigh the text carefully and take from it that which will serve him best. Our purpose is not to provide information, it is to offer food for thought. No executive can advance through the mere gaining of knowledge of executive methods unless he considers these methods in the light of his own personality.

We urge that the text be read with constant reference to its personal application. Ask yourself, "Do I entirely agree with this statement?" "Have I a better method than that which is suggested?" "How would I conduct myself in a similar situation?" To this end, we have obstructed the text with questions, and we believe that the greatest value to be

gained from the book will come through their study. Certain questions serve to amplify the text, others to qualify it, and others are in the form of cases picturing problems facing the executive. The majority of these cases represent actual incidents of frequent occurrence. We have included no answers to these questions, for the correct answer will vary largely in terms of the personalities involved. We believe, however, that it will be beneficial to the reader to work out for himself the best personal approach to solution. It may be that he will never meet a similar case, but if his mind is trained to think carefully and precisely of these problems, he will attack an actual situation with greater vigor and certainty of success.

It is clear, therefore, that to gain the greatest return from the book, it must be read slowly and thoughtfully. The questions should be considered an integral part of the text and must not be passed over until answered to the reader's "personality satisfaction." We suggest that interleaving paper be placed between pages, and the answers to questions jotted down, as the act of writing often urges one to arrange his thoughts in a more orderly form.

The Executive.—Let us first define our terms, for industrial nomenclature is far from standardized. An executive, as we define him, is one who is responsible for the execution of work performed by others. We look to him for accomplishment. We find him near the cutting edges of our industrial organizations where the main object is being approached. He is always close to the zone of action. Whether he be

office manager in charge of clerks, district sales manager in charge of salesmen, or foreman in charge of workmen, his place is at the firing line.

We may define the executive in still another way. He is the medium for the flow of orders and policies from the administrators to the employees. And who are the administrators? They are often termed the chief executives or higher executives. Their major function is to represent equally the rights of the owners, the employees, and the public, a responsibility which has come more and more into their hands with the constantly rising status of management as a profession, and the waning influence of the board of directors as an administrative force in business operation. The administrators determine policy. They guide and control the progress of the enterprise in its fight for existence and advancement. They decide what shall be done and, in large measure, their success lies in the quality of business judgment shown in these decisions. They coordinate and keep in proper balance all of the factors of the enterprise which are necessary to success. Having provided the agencies and paths of action, they delegate the action to others. They hold the executives responsible for the work itself. They hold the functional officials responsible for the maintenance of working conditions.

And who are the functional officials? They are the technicians, the experts, who are skilled in some single service which is of value to other members of the organization. The functional official maintains some particular factor necessary to operation.

In the factory, the purchasing agent, the traffic manager, the storekeeper, and the move boss are examples of functional officials who specialize in the maintenance of suitable quantities and qualities of material, while the employment manager, service manager, factory physician, educationalist, and restaurateur specialize in the maintenance of labor. Please note that these specialists are not "executing" in the direct sense, but are providing the executives with the wherewithal for the execution of the work which is the justification for the enterprise.

Now it should be said that these divisions do not occur in as pure a form as we have indicated. The administrators are also executives to the degree that they are in turn responsible for the performance and accomplishment of those who report to them. Likewise the executives have limited areas in which they may use their own discretion in the determination of policy, and to this degree they are administrators. The functional officials also may have subordinates and, in the supervision of these assistants, they are doing executive work. Nevertheless, if we examine the organization of any enterprise in terms of basic purpose, we will find administrators at the top, conceiving and organizing, while delegating the maintenance of conditions suitable for performance to functional officials, and delegating performance to executives who are responsible for the employee accomplishment.

There are also staff aids and counsellors who serve administrator, executive, and functional official, but these activities do not concern us here. We are only

interested in offering a clear picture of the executive's position in any enterprise. We see him receiving orders from the administrators and apportioning them to the employees in such a way that work progresses coordinately and smoothly. We see the executives being assisted by technical specialists who maintain a working environment containing all of the necessary factors for performance. We see the employee looking to the executive as his source of authority and direction and receiving from functional experts assistance which enables him to maintain a higher level of productivity.

The Executive Task.—In the past, the executives' job included a great miscellany of responsibilities. The dangers of such a condition were pointed out by Frederick W. Taylor, who emphasized the impossibility of a high quality of service from one individual who was busying himself in so many activities. Under such organization, the executive was doomed to be "Jack of all trades and master of none." American administrators soon began to apply the principle of the division of labor to the managing personnel.

Gradually the activities involving the maintenance of working conditions have been removed from the executive and turned over to a functional specialist. At one time a shop executive purchased and stored his own supplies. Now such work is done by a purchasing agent and a storekeeper. At one time the executive maintained a control over the quality of the work done by his employees. Now this responsibility is in the hands of the

inspecting division. And so on through the list, until today in many of our highly functionalized organizations the executive finds his materials specified, purchased, expedited, received, stored, issued to him, and moved from his department; his machinery, service equipment, and working quarters maintained; his labor employed, instructed, and cared for in case of injury or illness. Even the orders which he receives are so planned, scheduled, and despatched that he has merely to place them in the proper rack for the specified employee. All this is done by specialists, and we find the executive asking, "What is there left for me to do?"

Stripped of all of the miscellaneous activities of upkeep, we find the executive facing his major task —the organization of the will of his employees, which is defined by Dr. Edward D. Jones as:

> . . . the means by which you provide in a group of men for harmony of mood, harmony of attitude, or the desire of all to accomplish the same thing. This is what we call cooperation, or the right mental attitude toward the project in hand.

This is the job of the executive. It is plain to see that these men are, in truth, the real managers of labor, that labor management is their great responsibility, and that their success or failure in accomplishing the work which they are to do will not be measured primarily in terms of their technical knowledge, nor in terms of their technical skill, but rather in terms of their proficiency in organizing the will of the employees—in handling men and women.

Executive Traits.—It is useless for us to attempt to list all of the traits essential to executive success in its fullest sense, for we should be required to mention all of man's mental, moral, and physical virtues. The omission of any one would surely be damaging in some degree. There are certain traits, however, in which variations in quality more seriously affect executive success than they do in others. To put this thought another way, let us assume that it were possible to weigh the virtues, but that no person could have full weight of all. The person wishing to become an executive would find a heavy weighting of certain characteristics necessary, while others need not be present in so great a degree. For example, an executive might readily dispense with physical beauty, a quality which might be found of great value to an actor.

Among the traits of which the executive requires an unusual allotment, we may first mention an *innate interest in, and affection for people.* Executives, in the last analysis, are moulders of human stuff. In the usual organization they are in intimate contact with a larger number of personalities than any other official, unless it be certain functional experts such as the employment manager, company physician, or personnel director. Their problem is that of human relationships, which are ever-complex, ever-changing, ever-defying standardization.

Success in handling men requires, therefore, an abiding interest and continuous thought. To one whose natural tendencies lie in this field, the subject offers constant fascination. To one without this

inborn interest, the problem ceases to be appealing after the first flush; the mind closes to progressive thinking, and the ability of the executive to guide and direct is enormously weakened. We will see in the next chapter that many of the executive's most effective tools are forged out of his capacities for human interest and affection.

Again, the element of cooperation within an organization springs from something more than wage-payment systems, delegations of authority and responsibility, and the fear of unemployment. As one administrator remarked,

> You cannot throw a crowd of men together and expect to have a successful organization any more than you may place a man, a woman and children within a house and expect a happy family.

The executive who has a sincere affection for his men will find his greatest happiness in hastening their self-improvement and progress. His pleasure lies in the making of men. Hence such a leader obtains a degree of loyalty and cooperation which is very great. The man-maker believes in people "by and large," searches out the strong points in every individual, and provides incentive for their translation into economic value.

The second characteristic which executives require is a certain *strength or power or personality.* It is not easy to describe this quality, but we may speak of it as a vigor which seems to spring from the nervous system, a vitality which is not confined to any particular type of physical or intellectual

make-up. Many times this quality does not manifest itself actively but creates the impression of reserve force which may be drawn upon if need be. In other cases it may flower in a characteristic forcefulness of speech or gesture, or may find outlet in a sturdy determination which never lessens until the goal is reached.

People are extremely sensitive to the presence of this characteristic in others. When accompanied by other necessary factors, it becomes of great value in executive work. The administrative and executive group, in reality, represent the nervous system in the organization. Through them the impulses of action are transmitted and finally impressed upon the wills of the employees. The larger and more powerful the impulses, the more pronounced will be the reaction of the employee mind. An effective organization requires executives who have more than average power of personality. It is undoubtedly true that this characteristic is one of the basic elements justifying a nature right to authority.

The third quality which appears strongly essential is a *scientific trend of mind.* The executive is constantly facing problems which yield most readily to the analytical approach of the scientifically-minded thinker. The technical problems involved in coordinating the work of a group of men, materials, and equipment in such a way that maximum quality and quantity with minimum waste is obtained are often exceedingly complex. They require solution well in advance of their actual doing. The successful executive wins his victories through preventive

rather than curative action. Thus to plan and schedule the future calls for a process of thought which is distinctly scientific in nature.

This quality also brings a humility before truth, a subjugation of personal feeling, and a sense of discrimination between fact and opinion which are invaluable. The executive can contrast his ideals with an accurate knowledge of existing conditions, and thus find a proper approach to constructive improvement. There is a practicality in this method of advance which allows progress to be built upon a firm and lasting foundation.

It is further true that the scientific attitude of mind finds value in its greater ease of approach to the technical problems of machinery, materials, and processes which are becoming more and more prominent in our industrial life. Many executives decisions which affect the employee must rest on a knowledge of the technical activities which he is undertaking.

These three traits: interest in and affection for people, power of personality, and a scientific trend of mind, may be said to be the outstanding requirements of executive success.

It is true that executives should be men of moral stamina, but the need for this quality is no less in any other walk of life. It is true that executives should be men of energy, but this quality again is needed wherever accomplishment is the goal. For example, we cannot say that the human cost of executive work is any higher than that of technical activities of equal importance. It is true that the

work of an executive may require a higher level of intelligence than that of his employees, but this characteristic will not serve to distinguish him from many other officials who are not filling executive positions.

In other words, were we looking for executive timber, or promising applicants for any position of similar responsibility, we would look for men of moral uprightness, physical vigor, and a given level of intelligence. If, from this group, we were to select men for executive work, we would increase our requirements to include an interest in and affection for people, power of personality, and a scientific trend of mind. In like manner, there are outstanding qualities required for salesmen, functional officials, staff assistants, and so on.

Experience and educational training for the particular job are of course, requisite to many executive responsibilities, and, indeed, there are very few positions of any rank in which these are not requisites. Such education and training, however, can only be developmental. They can only make effective the innate resources of the man.

Q. One executive says, "Make better men and women of your employees and better work automatically follows." Another says, "Show employees how to become more proficient in their work and you automatically make them stronger and better men and women." Where should emphasis be directed?

Compare the responsibilities of the executive with those of the minister or priest as they effect the employee's relationship with his work, his fellow-workmen, and his

home and family. Does individual improvement in word (attitude of mind) or deed (proficiency) each occur independently or are they best developed concurrently?

Q. You are asked to select a man to be given a course of training in your department after which he will become your assistant. If a branch plant now under consideration is established he will be placed in an executive position identical with your own. Assuming that applicants will have had no industrial experience, what questions would you ask them in forming estimates of their potential executive capacity?

What are the characteristics essential to executive competence? What is the sort of previous experience or behavior which would indicate capacity in each of these characteristics? What questions would you ask in determining the extent of this capacity?

Q. You are one of a group of workmen. Your boss has been promoted and your group is told that one of the number will be selected to fill his place. You later find that you were not chosen and that a fellow-workman has been given the position. Though you are disappointed, you admit the wisdom of the choice and say, "Well, he deserves it, and I'll be glad to work for and with him." Irrespective of what has been said in the text, what would be the qualities of such a person?

CHAPTER II

EXECUTIVE TOOLS

Tools offer the same advantages to the executive as to the workman, for through them the user may increase the quality and value of his service and eliminate wastes of time and effort. The executive's tools, however, are not as tangible as those of the employee who is dealing with a substance instead of a personality. They are in a sense psychological, and their purpose is to assist in the development of employee cooperation to the most effective degree, with a minimizing of the emotional frictions and misunderstandings which are inevitable if the tools are not used. The executive's tools are found in certain qualities of disposition which, if reflected in his conduct, will produce certain definite responses from the employee. These dispositional qualities do not appear in the form of words, and rarely are they the primary cause of an executive act. Rather do they form an atmosphere or background for executive words and acts.

Stimulating Tools.—A later chapter is devoted to the avenues through which the executive stimulates performance and accomplishment. Here we are concerned with the tools which he may use. Undoubtedly the quality of *enthusiasm* lies in this category. Enthusiasm is contagious. Enthusiasm

in an executive breathes faith into the project. It stimulates a desire for action. It concentrates attention upon the work at hand.

Executive Conduct.—Remember that enthusiasm is emotional in nature. Do not stir up too much of it. Too great enthusiasm in work requiring painstaking attention may disturb the mental tension to such an extent that inaccuracies will result. Remember that enthusiasm, like most emotional tendencies, is not continuous in nature. It waxes and wanes. It is easiest to arouse when a new project is started. It is most difficult to bestir at the time when it is most needed, namely, just before accomplishment is reached. Save your enthusiasm until the final stretch. Do not simulate enthusiasm. Be sincere. The way to arouse it in yourself is to concentrate your attention upon your project. Visualize its accomplishment and the satisfactions of accomplishment, and enthusiasm will follow.

Q. Does fatigue affect one's sensitiveness to enthusiasm?

What is enthusiasm? Is it a real eagerness to accomplish something, or an ebullition of spirits that requires further translation into action? Is enthusiasm desirable unless the possibility of such translation is immediately available? What results from enthusiasms which are allowed to evaporate?

Q. You have been very successful in developing an enthusiastic spirit in your organization. The employees are doing their best, but due to technical difficulties beyond their control, their efforts are

badly hampered and their accomplishment will inevitably be disappointing. Was it advisable to develop enthusiasm under these circumstances?

If not, where will you draw the line? Is it necessary to be absolutely certain of success before awakening enthusiasm? Can you be? If not, what sort of chances can you legitimately take?

Q. A branch sales manager has found that ten minute pep-talks to salesmen at the beginning of work every morning, have a beneficial effect upon sales. He suggests that the same practice be instituted in each productive department. Do you agree or disagree, and why?

How does the work of the employee who is engaged in production differ from that of the employee in sales or in clerical work? In which group is outward attitude of greatest importance? What may be other purposes of the sales pep-talk? To assure that work is started promptly? To accelerate the warming-up process? To give reason for daily personal contact between salesman and executive? Contrast this situation with that of production or clerical work.

Cheerfulness is a never-failing source of stimulation. Many executives have learned the great value of this tool and have consciously developed its use. Cheerfulness begets cheerfulness. Like enthusiasm, it infers faith in the project. It produces a pleasant mental environment for thought and helps to carry the organization through difficulties and over obstacles.

Executive Conduct.—Do not neglect this tool. Do not be afraid of using it. Some beginners in executive work feel that a spirit of cheerfulness may injure

their dignity. This is not true. If you feel that you must wear a grim mouth, wear smiling eyes. But don't wear both grim. To cultivate sincere cheerfulness you must take a cheerful viewpoint of things. To be cheerful does not mean that you cannot be serious or grave when need be. Your normal outward attitude, however, will yield you far greater returns in cooperation and a pleasant working environment for yourself and your organization if it is optimistic.

Q. Is cheerfulness something that you can employ while you are on duty and discard when your work day is over, or is it a quality which must become habitual through constant use in order to be effective?

Is cheerfulness subject to control? Otherwise, is it not our response to the conditions which surround us—when they are pleasant, we are cheerful, and vice versa? If a person is habitually cheerful, would he not fail to take life as seriously as it deserved? Are there not legitimate times for gravity as well as cheerfulness?

Q. You are busy in your office and an employee enters and asks to speak to you. You cannot give him the time at once, and ask him to come back in half an hour. Would it be your natural tendency to speak pleasantly or gruffly when such an interruption occurs? If the latter, could you require pleasantness of yourself? Is not cheerfulness susceptible to self-control?

Does pleasantness spring from a sense of courtesy or from a feeling of cheerfulness? Should an executive allow employees to interrupt him when busy? What is the most important kind of executive busy-ness?

A spirit of *unselfishness* has a profoundly stimulating effect in certain directions. Employees distrust a selfish boss, particularly if his selfishness may lead him to take unjust credit for constructive suggestions which have been made by them. As soon as the workman feels assured that the executive has his interests sincerely at heart, the fundamentals of loyalty are established.

Executive Conduct.—Do not hesitate to demonstrate an attitude of unselfishness. Make it a rule that you will contrive to tell your chief of any constructive suggestions which an employee may offer, in the hearing of the employee, so that there can be no doubt but that the credit is rightly assigned. If an employee finds better opportunity elsewhere, don't stand in his way. Help him to embrace it, even though such an act may bring temporary embarrassment to your plans.

Q. If you believe that one of your employees would fill your position better than yourself, should you stand in the way of his getting the job? Should you make your attitude known to your chief? Should you urge your chief to make the change?

Can you compare yourself with another as accurately as can your chief? Have you as complete a view of the whole situation as has your chief? Is it a human tendency to depreciate one's assets and over-emphasize personal weaknesses? Should one ever *urge* his chief to do anything?

Stabilizing Tools.—A quality which clearly belongs in this grouping is that of *calmness*. It is an executive attribute which is very popular with employees. Everyone enjoys dealing with a calm

man, for he knows that he is dealing with a man of habitual self-control. Calmness, like certain other qualities, is contagious. Where executives are employing women or girls it is particularly desirable that this tool be used, for emotionalism spreads very rapidly among such a group. In times of stress or emergency, the employees watch the executive very closely, and are quick to imitate him. If he is calm, they tend to become so.

Executive Conduct.—Don't affect the quality of calmness. It will give an appearance of false dignity which is only amusing. Calmness is a product of true thoughtfulness. You will find it hard not to imitate another's emotional state, for it is natural that you should do so. Only conscious self-control will enable you to restrain your feelings and allow your mind to work unhampered. Calmness comes with thought. To think requires self-discipline.

Q. An employee rushes into your office and tells you that a portion of the power shafting is working loose from its fastening and is in danger of falling. You run to shut off the power and then hasten to the point of trouble with a view of keeping employees away from danger. Does this haste necessitate a loss of poise?

Are there any grounds for expecting that a person in haste is not calm? What do you mean by haste?

Q. Do executives who are quick in speech and action necessarily lack calmness?

Should an executive ordinarily be quick or slow in speech? In action?

A tool which arouses a strong responsive feeling of satisfaction and stability is that of *consistency.* The executive who is the same today, tomorrow, and the next day is always welcomed among workmen. Once the will of a group has been organized, and its direction determined and undertaken, the element of momentum appears. The greater the organization the greater the momentum. To change its course or purpose is to meet opposition. The consistent executive is one who does not deviate from his plan. His policies are not changed by every whim of circumstance. He can be depended upon to carry through. His plans are coordinate. There is a rightness in the fitting together of his ideas, and a stability to his personality.

Executive Conduct.—Don't vacillate. A poor plan persevered in is better than a good one shifted while being performed. Don't be changeable in temperament, optimistic today, pessimistic tomorrow. Set your standard of conduct and stick to it. Develop a stable personality.

Q. Under what circumstances should you change a plan in the midst of performance?

Should a plan be changed because of increasing employee opposition to its continuation? Because a better method has appeared? Because it is not arriving at the desired objective? How far may a plan be left elastic and still be called a plan?

Q. You are newly employed as a clerk in an organization. One of your acquaintances comes to you and says, "Let me give you a little advice. If you ever want to get anything from the boss, don't go near

him just before lunch or the first thing in the morning for he's ugly as a bear then. And leave him alone on Mondays. They are always 'Blue Mondays' for him." Would your favorable impression of your boss be increased through this information?

Supposing that you have good explanation for periods of depression, can it be offered as an excuse for grumpiness? Does evidence of consistency inspire confidence in a leader? Why? We expect executives to act naturally—we admire them for their self-control, how can these attitudes be reconciled?

Time-saving Tools.—Executives who are *receptive* make it possible for their employees to come to them without nervousness or hesitancy and quickly present the matter at hand. Matthew C. Brush, in commenting upon this quality, says, "I have in mind very clearly an instance of my own experience, where my predecessor had so impressed his subordinates with the importance of their subserviency that in my first interview with one of them he spent all his time, all his thought, and all his energy thinking of how he should conduct himself to show proper respect to a superior officer, and how he could say things which would most please me, with the result that he had left no thought, time, nor energy for consideration of the question we were discussing. It took me months to untrain this man so that he would come into the office as a co-worker and not as a slave. A member of a team can have intimate, close, cordial, and even friendly relations with the leader and still not break down any attitude of respect and courtesy."

Executive Conduct.—Remember that when an employee enters your office he is in a strange land. He feels the atmosphere of authority; he is constrained and hesitant. Make him feel at ease. Your method of greeting will help. Some executives make it a rule not to talk across their desks to an employee who is unaccustomed to address them. The desk seems to form a barrier to free discussion. It symbolizes authority and creates an atmosphere of homage which is restraining.

Q. Does the cultivation of ease of approach mean that you should make yourself available to all manner of minor questions and discussions so that you have a continual stream of employees running to you, making serious inroads upon your time?

Where are you going to draw the line? Is it practicable to see employees by appointment? Should they be asked to submit their requests in writing? Should you make it a practice to walk about the department at certain times and be available for advice or discussion? Is the employee's need of conference with his chief symptomatic of any defect in organization or method?

Q. You have an employee who is well meaning and loyal but has a poor sense of proportion. He is constantly importuning you with unimportant matters. He seems to feel that he can do nothing without specifically asking your permission or opinion. How will you overcome his tendency without making him feel that you have formed a dislike for him?

Will you tell him that he is wasting your time? Will you ask him questions which demand that he does more thinking? Will you obstruct his access in such a way that he appreciates that he is unwelcome? Will you discourage him through a continued rejection of his ideas? Will you

ask him to present both advantages and disadvantages of any future proposals?

Q. You are filling the position of plant superintendent. You have adopted the "open doors" policy and find that workmen who are reporting to your foremen are coming to see you on many matters. They seem to appreciate the opportunity to talk with you on subjects which they prefer not to discuss with their immediate superior. Is your receptiveness being properly made use of? Does your policy conflict with good organization principles?

What would be your diagnosis of a situation in which employees wished to talk with you on subjects which they preferred not to discuss with their immediate superior?

Another time-saving tool is the quality of *simplicity.* There is no value in attempting to gain prestige by impressing the employee with the executive's sense of learning or his large vocabulary. Simplicity brings mutual understandinng and intimate contact between minds.

Executive Conduct.—A novelist once said, "We should spend more time upon our books so that the reader may spend less." You should apply this rule in your dealings with your men. Work over the facts you wish to present until you can offer them simply and in the language of the listener. The greatest speeches of history have nearly all been so simply presented that any man could understand.

Q. Do you consider it advisable to use a slang expression if it enables you to present your thought more effectively? What is the value of refraining from the use of slang?

Why is there such a thing as slang?

Q. You enter a new organization as executive and find a large number of shop terms which have developed in this particular plant but which are not in common use elsewhere, there being others which are more generally accepted. You face the alternative of accustoming yourself to the terms used in the organization or introducing the unfamiliar but more correct outside nomenclature. What factors will you consider in making your decision?

Would commonly used terms offer advantage when dealing with distributors or other customers? When dealing with factory employees? What difficulties would you anticipate in introducing the new terms into the factory? Should this be undertaken soon after your advent as executive, if at all? Do you think it possible that the factory employees could be brought to *want* to use the new terms, and if so, how? If this seems impossible, have you any counter-plan to suggest?

Frankness brings large returns to the executive in time economies, for frankness in an executive encourages frankness in employees. As a result, there is no beating about the bush, no mental reservations. The facts, favorable or unfavorable, are laid upon the table and the problem is attacked without delay. Frankness infers humility before truth.

Executive Conduct.—Never be unreceptive to facts, however discouraging, disappointing, or injurious to your personal welfare they may appear to be. Don't let your feelings be hurt by facts. If you cannot avoid the pain, don't show its presence. Many well-meaning people are not frank because they dislike to say a thing which may bring offense. Never become angered by a fact.

Q. You have been frank with an employee. You have told him of certain faults which he can easily rectify if he will. It is evident, however, that you have disturbed and pained him. When he leaves your office, he seems cooperative and appreciative of your expression, but you are not sure but that he will later remember the sting of the facts rather than the facts themselves and become sullen and obdurate. Is there any way that you can follow up this incident so that the sting will be removed, but the facts again recalled to his mind?

Would you later contrive to talk with him in a friendly way on another subject? Would you take pains to commend him on evidence of improvement? Would it have helped if you had told him, "If I did not think you were worth saving, I wouldn't have taken the trouble to tell you these things?"

Power of personality in the executive often appears in a certain *impressiveness*. This does not mean impressiveness in appearance, but the ability to impress the mind of another. Executives often do not put enough of themselves behind their words. They make their statements too lightly, they neglect to drive the idea home. As a result, a part of their message does not catch hold, and a repetition is necessary.

Executive Conduct.—Cultivate a tone of voice and manner of speech which will be listened to. Don't speak too rapidly. Give your words a chance to become adsorbed. Don't waste your words. Say exactly what you mean. Never spin conversation with an employee on business matters. If you have

nothing to say, say nothing. Safeguard your reputation of being worth listening to.

Q. Does one necessarily have to speak loudly or pitch one's voice at an unusual point in order to speak impressively? Are clearness and velocity of speech more important factors? Is the reputation of saying something worth listening to of greater importance than the manner of saying?

Some executives favor speaking a bit gruffly. What do you think?

Q. Is impressiveness in appearance an aid to impressiveness in speech? If so, is it an essential?

Irrespective of the text, what do you find impressive in conversation directed to you? Is it the appearance of the speaker, the manner of speaking, the content of his thought or is it your expectancy resulting from a knowledge of the man?

Conforming Tools.—From the employee viewpoint, *firmness* is a welcome executive quality. This characteristic brings confidence and conformance to the will of the executive. Firmness does not require an emotional background in order to be effective. Many successful executives have the reputation of being "mild but firm." Its presence implies that the executive has shouldered his responsibilities and is facing his problem of will organization squarely and with assurance.

Executive Conduct.—To be firm does not mean that you should be obstinate and close your eyes to the truth of a situation. Firmness lies midway between obstinacy and irresolution. Firmness is a quality which protects your judgment from the

buffetings of other personalities, but it need never close the door to reason.

Q. One of your employees has asked to be allowed to change the method of his work. You have gone over his suggestion carefully and are convinced that, while the new method would be easier, it would not afford as close a control over quality, and the output would tend to suffer in this respect. You have told the employee that you will not permit the change. He has returned to you twice to ask that you change your decision. Have you been sufficiently firm in your treatment? Has there been an error in properly evidencing your firmness, rather than in the degree of firmness itself? How will you make your position clear to him?

Some executives protect themselves from such situations by establishing reputations for unchanging decisions—others protect themselves by a show of irritation upon repeated requests for changes—others develop reputations for being right in their judgment. In this case, would you feel that some explanation for your firmness would be desirable? Is the employee probably sincere in his feeling or is he trying to test your firmness? Can an executive develop a reputation for obstinacy with his employees? How?

We have heard a great deal of the value of *tact* in executive work and the meaning has come to be somewhat misunderstood. Tact is not the avoidance of unpleasant subjects in executive relations. The tactful leader does not necessarily sidestep a discussion of disagreeable, distasteful, or disappointing topics when talking with employees. Tact is merely the ability to appeal to the positive moods of the individual, such as loyalty, duty, justice, and to

remove him from the influence of negative moods, such as those of hatred, resentment, suspicion, or anger. When individuals are influenced by these negative moods, they are rarely cooperative for good purpose. Therefore, the executive finds tact a great aid in developing conformance.

Executive Conduct.—It is de-morale-izing to hurt the pride of an employee or to injure his feelings in any way. It is de-morale-izing to arouse his anger or resentment toward another. The tactless person usually does these things unintentionally. Remember that tact is born of a regard for the personality of others.

Q. If you find that you have made a tactless remark, before a group of employees, should you allude to your error and attempt to correct it?

What is the result of a tactless remark? Does the harmful result of tactlessness spring from reaction to a statement or to an attitude of mind which the statement infers? Can an error in such inference be corrected without reference to the statement from which it was obtained?

Tolerance and *patience* are qualities which reflect the executive's sensitiveness to the rate of advance of his organization. The intolerant or impatient executive is a disorganizing influence. He demands undue haste, which results in undue waste and confusion. It has been said that the great ignorance of our educated classes is their ignorance of ignorance. The executive is too prone to expect more in the way of knowledge and mental adaptability than is fair and reasonable to the employee.

Executive Conduct.—You cannot expect your organization to improve as rapidly as you can yourself. If your employees could do this, they would not be employees, but would have qualified for executive work. Your organization has a certain rate of growth and assimilation of new ideas. Find out what it is. Don't hurry it. You will get better results in the long run. One good executive has said, "It is much harder to determine what is best to overlook than to discover what to criticise."

Q. Cannot patience and tolerance be overdone? May not employees misinterpret your patience as a lack of stamina on your part? How can you avoid this misconception?

Should you tell them that you are being patient or tolerant? Should patience or tolerance be shown without the presence of improvement? What indicates that these qualities are being over-emphasized? Under-emphasized?

Q. You have a messenger boy in your organization. He is full of energy and is somewhat mischievous. You have spoken to him about his deportment and he accepts your criticism in good spirit and restrains his tendencies for a period. Have you any good reasons for tolerance?

Some executives consider such boys worth watching as possible executive timber. Do you agree, and if so why? Should an executive be tolerant of the practical joker in an organization? Would his type of humor affect your decision, and how?

Restraining Tools.—There is a requisite *dignity* in every position of authority which the occupant should respect and maintain. Dignity in office is

a symbol of assurance that the responsibilities which accompany authority are not being treated lightly.

Executive Conduct.—Dignity does not infer solemnity nor does it demand an appearance of ritual or ceremony. Dignity results from a clear appreciation of the significance of the responsibilities which you have shouldered, and a sincere and abiding desire to give the best that is in you in meeting these responsibilities. A natural dignity will come upon you if you maintain this attitude of mind. Don't simulate dignity. The mask is easily detected and will harm more than it will help.

Q. Some executives hold that they should be "one with, but not one of," their employees. Do you agree? To what extent should an executive avoid familiarity with employees?

For example, should an executive lunch with his employees when business matters are not to be discussed? Should he accept rides in employee's automobiles? Should he invite employees to his home? Employees are human beings like yourself—why should they be treated differently from anyone else? What would you consider indicative of too familiar an attitude on the part of an employee?

Q. Does an atmosphere of natural dignity lessen ease of approach?

Does it lessen misuse of executive time? Why? Some executives believe that gravity is imitated by employees and in this mood, they are more apt to think about their work, than otherwise. What is your opinion?

Courtesy is the great defensive tool of the executive. It is also an economizer of time. The courteous executive suggests courtesy to his men. In

such an atmosphere we find self-control, and where there is self-control there is much less hazard of developing a negative atmosphere of anger, suspicion, or resentment. Therefore, business can be conducted more rapidly, as reasoning can take place with the least amount of difficulty.

Executive Conduct.—Adopt a uniform standard of courtesy and maintain it. There is no reason for being less courteous to your subordinates than to your chief. Courtesy does not require a deferential spirit and no employee should interpret it in such a way. Courtesy does not require ceremony. It is an outward evidence of a regard for human sensibilities. Your employees will respect you for its use.

Q. You enter a new organization as executive and find a standard of courtesy somewhat lower than you desire. Would it be advisable to post a notice requesting improvement? If not, what agency would you employ? Is this an improvement to be sought through the power of imitation?

Supposing that one of your employees did not respond to your example but showed a chronic tendency to be discourteous to other employees, what would you say to him? Would you threaten him with discharge? Is discourtesy grounds for discharge? Would you attempt to convince him of the error of his ways through their effect upon his usefulness, or through their effect upon his own ultimate satisfactions?

Q. Can a severe rebuke be administered in a courteous manner? If so, would its effect be increased or decreased by the element of courtesy?

In such a case, should the executive speak in a personal way, or impersonally, as a representative of the Company? What should be the basis for such a rebuke—behavior which is below your personal standards of conduct, or behavior which, if continued, will injure the organization or the work?

Tools for Fashioning Loyalty.—We should not be doing justice to our subject if we omitted the qualities of *kindness* and *friendliness* from our list of tools. It is true that we like to think of using these qualities solely to develop our own personalities along right paths, and we feel that it is a cheapening thing to exploit them for any other purpose. It is only fair, however, that their great worth to the executive be emphasized.

Executive Conduct.—It is not enough to feel kindly disposed or friendly toward an employee. You should show yourself kind and show yourself friendly. There are countless opportunities for every executive to add this personal touch of interest and friendship to his relations with his men. Often the employee remembers these acts above all others and builds his loyalty upon them. You will not, as an executive, be in a position to search for opportunities to evidence these qualities, but you should be watchful to capitalize them when they appear.

Q. One of your employees is ill. You learn that his sickness appears to be a serious one but that he is in the care of a good physician. He is a man of family and there is every likelihood that he is worrying concerning his work and his loss of earnings. If you visited him or his family, would it be appreciated?

Why wouldn't a letter or a telephone call do as well as a visit? Or could you not send word to him by an employee? Or isn't this a responsibility of the visiting nurse? If you are not in position to assure the man that his wages will be continued or that his job will be held for him, would it not be better to remain away? Why?

Q. One of your workmen is a Cuban. He has received several boxes of Cuban cigars from a relative of his and he offers a box to you. You do not smoke cigars. What should you do and say?

Is it desirable that there be a shop rule prohibiting executives from receiving presents from groups of employees? From individual employees? Would the nature of the motive behind the giving affect your decision to accept a present from an employee? If so, why?

Conclusion.—These tools cannot be purchased outright. They cannot be fashioned by another. The executive must make them for himself, and the making is a process of self-discipline. One of the first accepted principles of executive conduct was that to become master of men one must first become master of himself. Self-control lies at the foundation of any plan for executive advancement. There is no easy road to self-control. Benjamin Franklin in his *Autobiography* describes his method of self-development. He took one virtue at a time and trained himself into obedience to it until a habit was formed, then turned to another, until he had completed his requirements in discipline. Fortunate is the man in whose hands the executive tools fall naturally, but such instances are rare. Almost every successful executive has experienced the stress of self-encounter before he found himself

properly equipped to fulfil the responsibilities of a leader.

Discussion.—What is your response to the following comments?

(a) Enthusiasm produces an abnormal and temporary emotional condition. Therefore, it does not make for steadiness in output or consistency in quality.

How about conditions in which unavoidable monotony or unforeseen difficulties have produced a sub-normal emotional condition of apathy or discouragement?

(b) Human effort is usually produced at levels far below capacity. The stimulus of enthusiasm tends to raise these levels and thereby increases human usefulness.

Can we count on enthusiasm to raise effort to permanently higher levels? Supposing that during the period of enthusiasm, improved work habits were developed?

(c) To assume an attitude of cheerfulness is to be insincere. Sincerity is a fundamental of effective executive conduct.

What is your reaction to a person who is cheerful in the presence of vicissitude? Is cheerfulness the result of external circumstance or inner philosophy?

(d) Calmness has its place and so has agitation. Organizations are sometimes benefitted by a little dynamite.

Under what conditions are organizations benefitted by a little dynamite? How did they get in such situations? Is dynamite curative or preventive?

(e) No executive should be asked to gamble his reputation through adherence to a plan which contains unpredictable elements.

Does the executive usually make the plan? If he does, do employees think less of him if he habitually sticks to it? Can a plan be called such that allows for unpredicable elements? Do employees expect the executive to be certain about the future?

(f) Mollycoddling employees does not make them strong. Straightforward statements may carry a sting but frankness is more effective than tactfulness in the long run.

Does tactfulness prevent one from being frank? Must frankness carry a sting? Is tact a mollycoddling influence? Just what is tact, as you see it?

(g) One can afford to be tolerant and patient with about one half of the average group of employees. The others need constant jogging to keep them properly busy. Tolerance with some people only offers further opportunity for loafing.

Under what conditions are tolerance or patience justified? Are tolerance and patience to be considered as opportunities for the leakage of executive power, or are they to be viewed as tools which will produce constructive results?

(h) Courtesy may be all right when executives are dealing with women but men like a boss who will tell them what to do in decisive terms. Too much politeness infers timidity.

Cannot one be both decisive and courteous? Does too much politeness infer timidity? What is it in one's manner that infers timidity?

(i) I don't favor the developing of a personal interest and friendship with workmen. When employees are personal friends, standards of quality and quantity cannot be strictly enforced.

Is it necessary that friendship should cause any uncertainties regarding precedence in executive loyalties? How can an executive avoid such uncertainty?

CHAPTER III

EXECUTIVE CONTROL

Authority.—If we are to have control, we must provide avenues through which it can function easily and directly. These avenues we speak of as the paths of authority. They pass from the administrators who determine policy, to the executives who are responsible for the performance of the policy, and then to the employees who perform the actual operations.

It is clear that if these paths are vaguely outlined, there will be confusion. The executive must know the precise limitations of his field of authority if he is to function freely and competently, and the employee likewise wishes to know the exact source of control to which he must respond. Furthermore, these paths of authority should not be short-circuited by impatient executives.

Executive Conduct.—See that your employees are thoroughly familiar with the paths of authority. If you interpose any subordinate executive between yourself and the employees, have the extent of his authority clearly interpreted and stated in writing so that there may be no misunderstanding. If you extend authority temporarily to another person, inform the employees affected. For example, should you install a new adding machine which

requires employee instruction for use, see that the instructor is introduced to the employees with the understanding that you give him authority to teach and that the employees are supposed to follow his methods. The instructor's position is then clearly established.

Q. You have appointed one of your employees to act as chief clerk over a group of other clerks. The chief clerk will continue to do his regular work but will supervise the other work as well. You notice that he is wrongly instructing one of the clerks. You tell him and the clerk that the instructions are faulty and then show the clerk the right way to do the work. You have improved the technical process. What have you done to your subordinate executive? What is the result upon the clerk? What is the right way to take care of this situation?

Supposing that you had appointed your employee to train a new employee, rather than act as chief clerk. While under training, but in the absence of the instructor, you note an error in the method used by the new man. Would you alter your procedure from that previously decided upon?

Q. Some of your employees are using a chemical which may affect their health unless they take proper precautions, according to the statement of the company physician. He wishes to warn them of the menace and instruct them in proper precautionary measures. How will you place the matter before the employees in availing yourself of the doctor's expert advice?

After instructions have been issued, you find that certain employees are not following them. Would you consider it advisable to refer these men to the doctor for further and

more emphatic instruction? Supposing that certain employees are not clear as to the exact method recommended, should you refer them to the doctor, or should you advise them according to your own understanding?

Q. The clerical work of one of your employees is referred to another department for further entries. Your employee takes his completed work to the other department from time to time. You find that the chief clerk in the other department has been instructing your employee in alterations in his work, in order that it may be more acceptable to him. Is this good organization procedure? How should it have been handled?

Is it permissible for the chief clerk to suggest alterations in method to your employee and ask him if he will present the suggestions to you? Is such a desire for alteration in method symptomatic of an error in organization, and if so, what?

The Order.—The order is the directive impulse which makes coordinative action possible. It should proceed down the proper paths of *authority* in an orderly fashion.

Executive Conduct.—Test every order which you receive or issue with this question: "Has this order the necessary and proper authority behind it?"

When the order reaches the executive from his chief, it may require interpretation. For example, the order, "Take inventory of all stocks on shelves as of May 31st," might involve considerable organization and planning before it is presented to the individual employee affected. This problem of interpretation must sometimes be delegated to subordinate technicians if the amount of this sort of work is great.

Q. You are an executive in charge of a machine tool department in a large jobbing shop. You have authority over two hundred employees and average fifty production orders a day of this general description: "Make fifty parts as per attached blueprint." Can you see the advantage of having one or more technicians to assist you in determining how, where, when and by whom the work should be done in order that it be produced with requisite promptness, that the load of work on your department be properly balanced, and that there be minimum waste of effort and material in the process?

Under what circumstances might it be preferable to have these technicians reporting to a central department which, in turn, reported to a higher production executive, rather than to yourself?

General Brice P. Disque makes the statement that " . . . an executive, before issuing an order, should always know that *compliance is possible and reasonable.*" To fulfil this requirement is often a searching test of executive ability. An argument for value of "experience through the doing" in the training of executives is found in the worth of this experience in later judging of possible and reasonable allotments of work.

Executive Conduct.—Test your order with this question: "Has everything been provided so that only the addition of a reasonable amount of employee will, energy, and skill is necessary to do work?"

Q. In the Taylor system of factory management, the records of the amount of raw material on hand are

maintained in the planning department, where the factory production orders are technically prepared for issuance. Does the above principle throw any light upon the reason for this arrangement?

Does this principle remove from the employee all opportunity for creative work? Some managers maintain that a certain amount of preparatory work is desirable by employees as diversification of effort reduces fatigue. What is your opinion?

An order, to be *complete*, must describe the nature of the accomplishment sought for in terms of quantity and quality with specified allowable variations in both. It must specify the method of performance which involves the equipment and labor needed, as well as the process in detail. It must specify the location of performance. It must specify the limitations upon the time of performance. It must specify the individuals who are to be held responsible for the performance.

This is a rather lengthy list of requisites, but as there is often much repetition of orders, it is possible to avoid repetition of detailed instructions. For example, the description of a required accomplishment is often pictured by a drawing, copies of which can be used repeatedly and referred to when the order is duplicated. The necessary method may be incorporated in standard instructions with which the employees familiarize themselves and which need no reiteration. The location of the performance may be indicated by sending the order to a particular executive who has charge of the work in this location. In many cases location becomes a

matter of mutual understanding between administrators, executives, and employees. The time limitations are necessarily expressed in the majority of orders, while the individuals responsible for the work are often indicated by the act of assigning the order.

Executive Conduct.—Test every order that you issue with the following question: "Can a complete understanding of what, how, where, when, and by whom the activity is or is not to take place be gained from the order together with the standard instructions which are in use?"

Q. How does the sign "No Smoking Allowed" which is posted in your department stand this test? Are rules and regulations in reality standing orders?

Do you favor regulations formulated in positive terms, for example, "Employees are requested to——" or in negative terms, ie. "Do not——" or "Employees are prohibited from——"? What differerent methods are there for acquainting employees with standing orders? Which would appear to be the best?

An order must be *clearly expressed.* The language used must be in the terminology of those addressed. There must be no possibility of misunderstanding through ambiguity.

Executive Conduct.—Test the orders that you issue by referring them to an assistant who is not familiar with the matter in hand. If his understanding is slow, confused, or in error, the order should be adjusted. It should be impossible to misconstrue an order if it is carefully read.

Q. Would you anticipate trouble in understanding this order, "On Thursday at noon hour a new system of paying employees will be instituted. Employees are to line up in alphabetical order in either end of the department. Women operators will receive their pay envelopes from one paymaster and men employees from another"?

Can you suggest other ways for testing the clarity of an order? What is your opinion of the practise of putting but one fact in a sentence. For example, instead of stating "Office and factory departments will close for the holiday period on Friday at 12:00 noon and 1:00 P.M. respectively and open on Tuesday at 8:30 A.M. and 8:00 A.M. respectively," the notification would read: "Owing to the holiday period, the Company offices will close on Friday at noon. Offices will be opened on Tuesday at 8:30 A.M. Factory departments will close on Friday at 1:00 P.M. They will be opened on Tuesday at 8:00 A.M."

The *issuance* of orders requires careful consideration. There has been much discussion concerning the relative advantages and disadvantages of verbal and written orders. The issuance of an order verbally carries the force of personality with it. Sometimes the manner of speaking allows the employee to read into the directions more meaning than the words themselves express. Written orders, however, have permanence. If not thoroughly understood at first, they can be read again. The record of the exact statement made does not fade as it does in the memory.

Executive Conduct.—Safeguard yourself against being misunderstood by the use of written orders as far as is reasonably possible. In any case, assure yourself that you are not being misinterpreted. If

you give a verbal order, repetition by the employee offers a check. If the order is written, you may go over it with the recipient in detail. If the order is of a general nature and is posted, you may discuss it with employees picked at random to test their understanding. Do not bring confusion by repeating orders or by allowing orders to overlap so that the same point is twice covered.

Q. You issue a production order to a group of employees. The work must be rushed, and the order will be so marked. Would the request be more favorably met, if an explanation for the need of haste were included? Would you write the explanation on the order? Would you offer it verbally, when assigning the order?

Would your technique depend upon the extent to which the rush order inconvenienced the employees? Would it depend upon the proportion of rush orders to regular orders? What do you think of the use of the term "rush"? Are there other better expressions? When work is to be rushed, is it to be expected that employees will work more rapidly? If not, just what is expected? Is the work rushed, or is it given preference?

The Responsibility.—Henry L. Gantt stated a fundamental principle of executive conduct when he said, "The authority to issue an order involves the responsibility of seeing that the order is carried out." This responsibility is, indeed, the prime task of the executive, and we may develop a formula to the effect that executive efficiency may be measured in terms of a comparison of that which was ordered with that which was actually accomplished. As Dr. Edward D. Jones puts it,

In all phases of human affairs there is a friction loss between the will of the executive and the responding will of the subordinate; and that friction loss means that orders must be followed up, by inspection, report, and otherwise, until the intended condition which the order is to bring about becomes a fact.

Some of the means by which executives may stimulate interest and incentive in performance are presented in the following chapter. It is important, however, to note that one of the best incentives is the certainty of reward following accomplishment. At one stage in our executive development, penalties were inflicted for non-accomplishment. This exploitation of fear as a driving force is obsolete. Punishments may rightfully follow voluntary wrongdoing, but their use in executive conduct ends here.

Executive Conduct.—Make it an inflexible rule that you will see that every order which you issue is carried out, or that you will countermand it. Never let orders be forgotten no matter how trivial they may be. The effort necessary to see that an order is carried out may be excessive, but you will have safeguarded the habit of full response which your employees must develop and your effort will prove a paying investment. If you are new to executive work, you may find the employees will test the degree of your insistence upon prompt accomplishment. They may find reasons for delay or excuses in minor attendant difficulties. Face this situation firmly and see that your standards of response are maintained.

Q. Is the element of authority of more importance in the issuance of an order or in seeing that it is carried out? In which activity does the educational element play the greater part?

Is it the executive's sense of authority or of responsibility that impells him to see that orders are carried out? If the latter, why is the presence of authority needed? Into what groups may the reasons for not carrying out an order be divided? When educational work is needed to see that orders are carried out, what is the inference?

Q. Will the request that reports on performance or accomplishment be submitted at stated times after the receipt of an order focus the employee's attention upon the need of a timely and definite response?

Under what circumstances would such requests prove impracticable? Is it ever desirable to assign work without some form of accompanying time requirement? Do time requirements act as incentives? If so, why?

Q. You have been appointed to executive work and you find that the employees, while apparently kindly disposed toward you, are slow and careless in response to orders. Do you interpret this as voluntary disobedience or merely slackness in the executive control developed by your predecessor? What attitude will you take in insisting upon proper response?

Is it desirable to assume an unfavorable personal attitude until the employee realizes that something is wrong and rectifies his errors, after which you treat him in a more friendly way? Is "keeping on the good side of the boss" an incentive which executives should properly lay before their employees? Should you demand immediate acceptance of your standards of response to orders or should you apply your remedial measures gradually, and why? If the latter, how would you go about it?

Disciplinary Problems.—Executives sometime hesitate in demanding a high degree of discipline as they fear that this course will make them unpopular and render the maintenance of a working force difficult. Dr. Jones quotes Major Bell as saying,

> It makes little difference how rigid the discipline—how taut the requirements: if the discipline is consistent, it will be a happy institution. Everything will run today as it was yesterday, and will be tomorrow, and all hands know what to expect. At all times everybody knows what can and what cannot be done—what is expected of him and what somebody else will do—and can adapt himself accordingly.

And as Dr. Jones further points out: "Consistency is more important than strictness or severity. It is the unfairness that hurts rather than the severity."

Executive Conduct.—Develop an even and unvarying tenor of control. Lay down your course and stick to it. Always interpret your rules and regulations with the same degree of strictness. Show no favoritism to yourself or to others.

> *Q.* You find that your predecessor in an executive position was much disliked, yet the discipline which he had maintained seemed to have been of a high order. Some of the employees criticised his "strictness," saying that it was overdone. One employee characterized him as "an old bear" and another termed him a "chronic grouch." In your opinion, was the unpopularity caused by his discipline, or his disposition and its effect upon the manner in which he maintained discipline?

Can discipline be maintained in an atmosphere of cheerfulness? Under what conditions would you be happy under strict discipline? If you were certain that such discipline was necessary to success? If you knew that your chief demanded equal discipline of himself? If you knew that you would thus gain greater self-satisfaction from ultimate accomplishment?

Punctuality is a common disciplinary problem. It becomes particularly acute in organizations where a system of piece-work wage payment is in use. Here the employees claim that they are not paid for their time but for their output, and as long as the latter is satisfactory the executive has no cause to complain.

Executive Conduct.—The requirement of punctuality in yourself is, of course, of first importance. The maintenance of individual employee records upon which tardiness is indicated also offers an incentive. Competition between departments of the organization for highest standing in attendance is often effective and may be continued until the proper habits of punctuality have been established. Don't pay bonuses or offer prizes for punctuality unless you are absolutely forced to this extreme. Punctuality is one of the requirements of the job which should be understood at the time of employment. To comply with this requirement should not merit a reward. A good punctuality record among your employees is one measure of your ability as an executive.

Q. One of your employees has outside responsibilities which makes tardiness imperative on certain days of the week. How should you handle this situation?

Should an employee be given special tardiness privileges of a permanent nature? Of a temporary nature? If so, should other employees be acquainted with these privileges? With the reasons therefor? Should readjustment of wage or arrangement for overtime work accompany such a privilege? How does the appearance of executive favoritism militate against profits?

Q. You are in charge of a group of clerical employees, who are frequently called upon by the nature of the work to remain after hours. They are paid by salary and no overtime payments are made except an allowance which is given for their expenses in case evening work is necessary. The punctuality record is very poor. This is partly traceable to transportation facilities which are extremely congested just before the starting hour. An employee coming to work a little late can avoid this congestion. How would you approach this problem?

What factors should be considered in deciding upon the advisability of paying clerical employees for overtime work? Of changing the starting hour? Of insisting upon prompt attendance?

Absenteeism of the avoidable sort is usually found in organizations where the employee earnings are sufficiently above the cost of living so that a surplus of earnings results. The employee prefers to accept this surplus in the form of time instead of money. He also feels assured that supply-demand conditions in the labor market are such that the organization of which he is a member must suffer his absences in the light of a worse condition if he is dismissed.

Executive Conduct.— Obviously, the financial incentive for regular attendance does not exist in this case, nor does the danger of losing the job have any

influence. You must find other incentives toward continuous attendance as were found in the case of tardiness. The personal regard which the employee has for you will be your strongest support. If you have invested in his friendship and loyalty, he will assist you in maintaining attendance because of his feeling toward you personally when no other incentive will be great enough to equal his desire for free time to himself.

Q. One of your employees has been very irregular in attendance. His work is excellent and his absences are necessitated by outside interests which add considerably to his income. While the absences do not materially injure the quality of his service, yet they affect the morale of other employees and you feel that the situation cannot continue. Would you dismiss him? Would you advise him to look for another job? Would you advise him to give up his outside work and income and give you his full time? Would you feel that your duty is limited to telling him that the situation cannot continue, that he must give you full time or be dismissed?

Supposing that he is a man that you can ill afford to get along without—should this affect your decision or only the time at which you will put in into effect. Are there any principles involved upon which you can base your policy?

Discussion.—What is your response to the following comments?

(a) A certain vagueness in authority is desirable. If a workman does not know the full extent of the executive's power, he is more easily controlled than when limitations are clearly established.

It is said that fear feeds upon mystery. What appears to be the incentive to obedience here? (Suggest that discussion be left at this point to be clarified by following chapter.)

(b) In our organization, executives are thinking more about responsibilities and talking less about authority.

Does this statement dismiss the idea of authority as an essential element in executive power? Does it indicate a stage in organization development and mutual understanding?

(c) Orders, in the form of commands or of instructions, are no longer needed in industry. Proper personnel relations make the command unnecessary and adequate employee training eliminates the need of executive instruction. The order has been superseded by the notification.

Does the word "notification" indicate the presence of authority? What kind of authority is suggested by the word, "command?" What kind of authority, to your mind, is suggested by the word "order?" Is it possible, in all cases, for the executive to divorce himself from responsibility as a teacher?

(d) I don't believe in telling a workman how to carry out an order. I tell him what I want accomplished, let him use his own methods, and hold him for results. If he hasn't enough knowledge of the job to do the work properly, he is not the man to fill the position.

Compare the validity of this statement when made by a house-builder employing carpenters, and a factory executive where special machinery and processes are in use. Is the trend of the industrial job toward or away from the "carpenter" type? Is knowledge of, or capacity to perform a job coming to be the basis of initial fitness?

(e) I refuse to bring pressure upon an employee to carry out an order. I will give a man two or three trials and if he doesn't produce, I discharge him. I have no time to bother with men who won't follow directions.

Why were orders not carried out? In what proportion of cases is executive facilitation, rather than pressure required? To what extent should executives "bother with men who won't follow directions?"

(f) If the employment department does its work properly, there will be no need of executive follow-up orders. The right kind of a man does his work without coercion.

What other requirements beside the right kind of a man are necessary to the carrying out of orders? Are there circumstances in which a normally ambitious individual would not want to do his work?

(g) The surest cure for tardiness or absenteeism is the fear of discharge. When workmen know the penalty, they stop breaking rules and regulations.

Does the fear of discharge vary in intensity with individuals and circumstances? Is it always the most effective of available forms of incentive? Can it justly be applied to the first offense? Are rewards better than penalties in dealing with tardiness and absenteeism?

CHAPTER IV

EXECUTIVE STIMULATION

One measure of excutive success is the ability to get employees to "work with a will." The task is to stimulate *the driving force which is within the individual* so that he faces his work with a self-inspired eagerness. The days of the driving type of executive are past. The present-day leader uses far more effective agencies than coercion or the power of fear in motivating his workmen.

A logical approach to a person's will is through the intellect, and this is the path to which many leaders who have rejected the ineffective methods of fear and force have turned. The approach has not been entirely satisfactory, however. As Herbert Spencer wrote, in 1895, with respect to certain economic conditions:

> Under your present condition, men could not be got to listen. Even if they listened, they would not be convinced. And even if they were convinced, their conduct would not be appreciably affected.

This indicates that there are other wellsprings of human behavior than those of the intellect, and the physiologists tell us that man's action is impelled by a considerable number of "inherited or innate dispositions" which are called instincts. These, in turn, are modified by his tendency to imitate

others, as well as his facility in forming habits. The executive should be throughly familiar with these instinctive tendencies, for such knowledge will aid him in explaining much of the un-reason-able behavior of employees and will furnish him with powerful means of directing their behavior.

The degree to which the executive will stimulate instinctive response in place of intellectual response will vary with the level of intelligence of his employees. Those of high intelligence require only logic and a true picture of the facts in order to attain cooperation. With employees of lower intelligence the objective must be reflected to them in terms of their instinctive satisfactions if interest and incentive are to be fully aroused.

The following pages are concerned with ways in which the executive may effectively appeal to employee will through instinctive responses. A detailed discussion of the instincts themselves cannot be undertaken, and the student is referred to other texts for such information.[1]

Constructiveness.—The popularity of building toys, such as "Meccano," is an indication of the instinctive desire, active in children, to build and create. It is probable that the drudgery of the old apprenticeship system was somewhat offset by the constructive satisfactions which were offered. The low wage scale of engineers, designers, and draftmen has been explained by the presence of creative satis-

[1] *Instincts in Industry*, by Ordway Tead (Houghton Mifflin, 1918), and *Human Nature and Management* (McGraw-Hill Book Company, Inc., 1929) by the same author are particularly recommended.

factions on the work which add to the desirability of the job and affect the supply-demand balance upon which the wage is built.

Executive Conduct.—Employees will gain instinctive satisfaction if they know that you welcome constructive suggestions. They will find new interest in their work if they are encouraged to study their job with a view to improving it. Unless you make your position clear, the employees will hesitate to offer constructive suggestions, for fear that they will not be welcomed. It is said that one of the most profitable results of shop committees has been the surprising savings effected by tapping the constructive resources of the employees who have been given a channel for suggestions.

Let the employees understand the significance of their work. Show them how their work coordinates with that of others in the attainment of the final result. Allow them to visualize the "constructiveness" of that which they are doing. The realization will bring instinctive satisfactions and will provide a definite incentive. The adminstrator who had charge of a factory making aircraft during the war capitalized his knowledge of human nature when he instructed his executives to stop all work for thirty minutes so that the employees could go to the factory yard and see the first plane circling about above them.

Everyone likes to feel that he has done something worth while in life aside from earning a living. If you can show your employees that the result of their effort is of real benefit to society, you will bring

further instinctive satisfactions resulting in greater effort.

You can often arouse interest by pointing out the constructive characteristics of the job itself. The development of a balance sheet, the formation of an inventory report, the assembly of a machine, offer problems of construction, and, if properly presented to the employee so that he can see the steps toward the finished product, his constructive tendencies may be strongly aroused.

Q. You are in charge of a group of operators in a textile mill manufacturing cloth for coat and suit linings. A motion picture of the work done in each department and the final use of the cloth in the making of clothing and its use by the ultimate buyer has been prepared for consumer advertising purposes. The film is to be exhibited to all employees and the question has arisen, "Shall the employees be shown the entire film or only that part which represents the work in the textile mill?" Your opinion is asked. What is your answer and why?

How would you arrange to exhibit this film? Would you obtain a theatre and charge admission to employees, to relatives and friends of the employees, or to the public? Is there any value in allowing others than employees to see the film? If you arranged to show the film in the factory, would you require attendance? Would you show it during or out of working hours? If the former, would you pay wages to employees during the time of exhibition? If so, and if they are on a wage incentive system, how would their wages be determined?

Possession.—We all enjoy the feeling of ownership even though it be but a nominal ownership. This instinctive satisfaction probably is found in the

sense of control which we have over that which is ours, rather than the mere fact of the having.

Executive Conduct.—As far as possible, develop employee responsibility through the capitalization of this instinct. Give him a workplace which he can consider his own, with equipment for his sole use. Give him a locker of his own and a time card with his name on it, if these items are called for in the nature of the job. Then hold him responsible for the care of these things. The instinctive satisfactions of this nominal proprietorship will reflect themselves in a higher quality of work and a lowering of labor turnover.

The plan which offers the individual an opportunity to share in the holdings of the enterprise in which he is employed satisfies this tendency. The consequent feeling of responsibility strengthens the spirit of cooperation.

The incentive which the possibility of promotion affords is partly based upon this instinct, for promotion may be a means toward the acquisition of many things which have been denied the employee at his present wage.

Q. You are in charge of a group of foreign-born employees who have worked for many years on individual machines and the system has been such that each man has been assigned a machine for his sole use. A new system of operation is advocated which will require the men to change from one machine to another during the day. You have spoken to the workmen of the plan and they have objected strongly, each saying in substance: "This

is my machine. I have worked on it for a long time. No one else should use it. I don't want to use any other." They offer no other explanation but their feeling is very strong. How will you explain this situation to your chief?

What will you say to the employees? Might there be any legitimate technical reasons for their attitude? Under what conditions, if any, would you recommend. that the feelings of the employees be acceded to?

Q. Do you see reason for the lowering of morale of day workers in a machine shop when a night shift is undertaken, even though there is plenty of work for all?

Where machines are attended by one group of employees and adjusted by another group, would you favor staggering the shifts so that the working periods of the two groups would overlap? Why? Can the loss of the possessive satisfactions through the shift system be compensated for any way?

Q. You have charge of the maintenance of a large office building. Would the knowledge of the possessive instinct assist you in determining the best way to lay out the organization and work of the cleaning and janitor service?

It has been argued that the practise of assigning different employees to the same area on sequential days, develops a competitive spirit which enhances quality? What is your opinion?

Self-assertion and Self-expression.—We all dislike being known as "average" individuals. We wish to be recognized as distinctive personalities, and we have a common desire to have heed taken of our ideas and wishes. The employee who is not

given channels for such expression within his organization will look for them elsewhere, and often he finds them in the trade union. It is the provision of this outlet by the shop committee which has brought satisfaction to employees as well as developed a formidable barrier to the spread of trade unionism.

Executive Conduct.—Provide "complaint drainage" for your employees. Give them opportunity to tell of their difficulties. The value of this outlet is well known to practical-minded leaders. The remark is often heard, "Let him get it off his chest!" This subject is dealt with in further detail in Chapter VI.

You will find in every employee a desire for approval which is one expression of the self-assertive instinct. Approval to the workman does not necessarily mean outward praise, but he wants to feel sure that you are watching his efforts and that you will give credit where and when it is due. Maintain proper employee records. Set aside a portion of your time to familiarize yourself with them. Let the workmen know that you are interested in watching the progress of each one, and an increase in interest and incentive will naturally result.

There is another effective approach to the employee, in the appeal to pride. For example, one executive who employs salesmen in a field calling for extreme doggedness and persistence, makes it a practice to employ college men who have been football or baseball stars. In moments of discouragement the executive remarks,

When you were on the . . . team, you didn't let obstacles discourage you and you are not going to let this set-back disturb you if you are the kind of man I think you are.

Self-assertion also fosters a spirit of rivalry or competition. Be careful that you do not carry this application to a harmful extreme. I can recall as number of cases in which group rivalry as well a individual competition grew so keen that the participants clearly over-exerted themselves in the heat of the contest. The value of employee records is based upon this instinct, for they give the individual opportunity to measure his status against past accomplishment, and any progress brings satisfaction.

The success of the "task" (work with a standard time of accomplishment) is traceable to this instinctive gratification. The employee measures his achievement against a standard, and the satisfaction which comes with reaching or passing it is a form of incentive entirely lacking where time standards have not been incorporated.

Q. You receive a petition signed by the majority of your employees asking that hot water be supplied in the washrooms. Is the use of the petition as a form of communication a compliment or a criticism of your executive method?

Why would a group of employees determine upon a petition as a means of communication? What motives might impel an employee to sign a petition which was referred to him? What facts would assist you in determining the extent to which the petition represented the actual desires of the employees? Would you consider the employee who organized the petition worthy of scrutiny as possible executive timber? Why?

Q. You plan to make a new arrangement of equipment in your organization to increase the convenience of the operators. You face three alternate methods: to make a new layout and order the changes made without referring them to the employees; to make a new layout and refer it to the employees for suggestions before declaring it final; to state the need of a new layout to the employees and receive their suggestions before you develop any plan. Which is the best plan and why?

The Fighting Spirit.—This is found in every red-blooded person. It rests with the leader to divert it into useful channels. Man's progress has been an immemorial fight against nature. Industrial work is also a fight against material forces. The work may often be unpleasant, but there is a joy of achievement which makes the fight worth while.

On the other hand, it is a well-known psychological principle that this instinct is easily fired by an attempt to over-ride or over-run the rights or privileges of the individual. The flash of anger which comes over us when we signal the street car and it goes by unheeding is a common experience. In like manner the executive who autocratically attempts to over-rule his employee's suggestions or complaints is likely to ignite an emotional tinder which may spread through an organization and result in a labor crisis.

Executive Conduct.—Show your men the main objective toward which your organization is directed. Keep this objective constantly before them in visual

form if possible. Show them the obstacles which confront them and the challenge which is laid down before them. Express your confidence in your men. Let them know you are behind them and believe in their ability to win. Then put each individual's part in the enterprise clearly before him and release him to action. Make him feel that his success now rests upon his own efforts, and his own fighting spirit.

Never upbraid an employee in an emotional manner; under no circumstances should you direct profanity at a workman; never make a man obey you against his will, unless the act which you require is to compensate for a wrong which he knowingly committed. Never ride roughshod over the feelings of another. Such acts are not constructive; they arouse harmful instinctive tendencies. The value of self-control is obvious in protecting the executive against such errors in method.

Q. One of your employees enters your department during the late morning in an intoxicated condition. You are not aware of his entrance until he slaps you on the back and shouts, "Hello, boss, how are you this morning?" He is evidently amiable but hilarious. How are you going to handle the situation?

What, in general, is the effect of alcoholic stimulant upon thinking power, and upon the emotions? Although his approach is un-reason-able, is it indicative of his basic attitude toward you? Should you discharge him?

Q. A large number of the employees in your organization have gone on strike. You are transferred

from your executive duties and asked to take charge of the guarding of the buildings and premises and providing of safe access for working employees. With the knowledge of this instinct, what instructions will you give your guards in dealing with the crowds of strikers who will be about the entrance?

What type of men will you select to act as guards? Will you select loyal employees, or retain men who have not hitherto been employed by the Company?

Q. You are filling the position of foreman and one of your employees comes to you during the noon hour to report that two of the workmen are engaged in a fist fight in the street in front of the office building. What should your activities be in such an instance?

Are they under your jurisdiction, as employees? What may be the consequences of their acts? Is it your responsibility as an executive to prevail upon them to stop fighting? To stop fighting in that particular locality, and at that particular time? Why?

Curiosity.—We need only to look at the rapid increase in the use of correspondence schools and at the spread of industrial education to appreciate the universal extent of the desire to learn. The extensive sale of encyclopedias is an evidence of the capitalization of this instinctive tendency. The job which gives a man a chance to learn as he works offers a strong appeal. The United States Army has emphasized this feature in advertisements for the stimulation of recruiting.

The short-sighted executive takes the stand that the new employee should know his job, and for the

employee to ask questions is an evidence of ignorance and a reason for dismissal. The workman, aware of this attitude, fears to learn openly and in many cases quits the job before his lack of information may cause dismissal.

Executive Conduct.—Make it clear that no matter how qualified the new employee may be, you plan to give him careful and complete instruction in his work. Take the attitude that you consider it a point of merit if an employee seeks information on things which are not clear to him, and that you will interpret the act as an evidence of a desire to learn and improve rather than an admission of ignorance and unfitness for the job.

Endeavor to obtain for your organization the reputation of being one in which employees are gaining useful knowledge. Encourage outside educational pursuits among your men. Be prepared to advise them of correspondence and night school courses which will improve their chances for success. Show that you are interested in their progress. Give them opportunity to gain experience on different jobs so that they may attain a broader usefulness. Never hold a man back on the basis that he otherwise will outgrow his job and find a better position elsewhere. A few examples of your willingness for your employees to accept other positions which involve promotion will prove an excellent investment, for they will bring high-grade applicants to you for employment.

Q. An employee asks your advice concerning a correspondence school course and you recommend one

and commend his interest. He then asks you, "If I take this course, will it mean promotion for me here?" How would you answer him, bearing in mind that it would be unwise to commit yourself on this point, but that the employee's initiative should not be discouraged?

Should employees be promoted on a basis of potential possibilities, or of past results? Is increased knowledge a reason for promotion? What makes a man qualified for promotion? (The subject of promotion is later dealt with in the text.)

Q. You have an employee who has been with you for a number of years. He is faithful and industrious but he cannot seem to get past his present job and grasp the broader aspect of the job ahead. You have given him every encouragement to undertake educational work but he never finds time for it. He seems contented with his present work and you face the necessity of taking someone in from outside your organization to fill the coming vacancy just ahead of your employee. Is there anything more that you can do?

Do you believe that there are variations in individual capacities? Do you favor giving an employee a job which is commensurate with his capacities, or somewhat below, and why? How can you tell if a job is commensurate with the capacity of the employee? If his capacity is exceeded? If it is not being utilized? Can you rely upon an employee's judgment of his own capacities?

Association.—We all enjoy our environment better if we know that there are people about us. Though we may not care for intimate acquaintance with others, we like to feel that they are in the "near distance." This is probably the same impulse

which accounts for the herd, the flock, and the swarm in other forms of life.

The associative atmosphere of the workplace certainly has an appeal to the employee. There are many cases of young women who, after marriage, return to their work largely for this satisfaction. We find also hat jobs such as night-watching ort tasks requiring solitary work often have a high labor turnover. It has been said that the feeling of group satisfaction varies with the number in the working area, reaching a maximum between twenty and twenty-five employees and decreasing slowly with larger groups.

We must also remember that people in a group are much more sensitive to mass suggestion than when taken individually. Fear, anger, enthusiasm are contagious and will spread rapidly. In fact, there is a group psychology which is quite at variance with individual behavior and which we must study in order to explain certain aspects of industrial behavior.[1]

Executive Conduct.—Avoid locating workplaces in out-of-the-way, lonely places. Keep employees in sight of one another. See that each employee has an acquaintance with those who are working immediately adjacent. This matter is dealt with at greater length in Chapter V.

Sex.—We cannot and should not evade the fact that sex plays a strong part in human behavior. The desire for finery on the part of young working

[1] *Social Psychology*, by Edward A. Ross (The Macmillan Co., 1919), offers a comprehensive treatment of this form of behavior.

people is doubtless traceable in part to an unconscious flowering of this instinct. Neatness and cleanliness in appearance are most desirable and should be commended in workmen, for they tend toward care and precision in the work performed.

The organization where the younger employees may meet one another is satisfying a normal human need. The executive who, by assistance in housing or by hastening promotion through factory educational work, makes marriage an economic possibility for the young man, will receive dividends in increased loyalty and length of service.

Executive Conduct.—Teach the young employee to look ahead. Show him the value of proper habits of work, of thrift, and of self-advancement, if he is ultimately to undertake the responsibilities of a home and family. Guard him from "blind alley" jobs. If you are employing young women, keep your standards of selection high. If they feel that by such employment their standing is not injured in the eyes of their friends you will find the problem of maintaining a sufficient labor force simplified.

Q. You have charge of several departments in a factory, some of which employ men, and others, girls and women. The forelady in one of the latter departments advises you that the large majority of the girls in her department are living at home and are not required to supplement the family income. Many of them are apparently spending their entire income on clothing. She feels that this condition is wrong and wishes that you would issue regulations specifying a less expensive type of work-

clothing or require the use of shop uniforms, to be designed and supplied for use inside the factory, by the company. What are the various points to be weighed in considering such a proposal?

What might be the effect of the forelady's proposal upon wage incentive? Upon the desirability of the job? If the use of shop uniforms was decided upon, how would you suggest that this ruling should be enforced with minimum effect upon morale? Should the uniforms be designed by a company official? By a committee of employees? By an outside specialist? Or how?

Q. One of the young men in your employ comes to you and asks for an increase in wages, stating that he is to be married and he understands that married men are entitled to a higher wage than unmarried men. He is a good man and worth developing, although his value recently has been lessened through inattentiveness to his work. Develop a presentation which will set him aright regarding the factors which determine the amount of a wage, and will provide him with the necessary incentive to put his best effort behind his work.

Are married men entitled to a higher wage than unmarried men? Is the promise of greater dependability entitled to an additional wage? Should not marriage properly produce a greater incentive to improve work quality and quantity, the doing of which normally results in greater income? Should an executive offer anything other than opportunity for increased earning power, whenever warranted by the employee's record?

Home and Family.—We all feel a powerful urge to further the existence and happiness of our immediate family. As Ordway Tead[1] points out, this

[1] *Instincts in Industry* (Houghton Mifflin, 1918).

desire may cause contrary action in different people. One immigrant will not come to America until his family can come under his care. Another will not let his family come until he has gone ahead and prepared a home and developed a livelihood.

When an executive who is laying off workmen is approached by an employee and asked if there is a job for his son, the executive, if understanding, will sense the pressure of the parental desire and treat the employee considerately. The executive who finds the workman "stalling on the job" when work is slack remembers the impelling force urging him to continue as long as possible in support of his family. A knowledge of instincts thus serves to explain conduct, although such conduct may be inexcusable.

The factory magazine editor who, under the caption of "Why Doesn't Father Come Home?" wrote of the little daughter at the gate of the workman's home, waiting for the return of her father who is lying in the hospital, a victim of carelessness, used a powerful influence in arousing the proper attitude toward accident prevention. The executive who, during the war, appointed only the close relatives of American soldiers who were in France, as inspectors of gas masks, capitalized this instinct in the maintenance of a rigid control of quality.

Executive Control.—The worker who has dependents can often be effectively appealed to through this avenue. The consequences of dismissal are most keenly sensed in this relation. You must not be tempted to exploit this instinctive wish to safe-

guard one's family through using it to arouse fear or uncertainty. The executive who purposely keeps a man "guessing about his job" under such circumstances is guilty of a crime of management. If you are willing to employ the children of one of your employees, you may fairly ask the parent's cooperation in making the son or daughter a valuable member of your group, and their response will undoubtedly prove helpful to you. You may place greater reliance, in point of service, upon men or women with dependents than upon those without, as the former have responsibilities which make steady employment much more desirable to them. As a result they try somewhat harder to deserve it. Show your employees how they may become of sufficient value to own a home of their own and rear and educate their children and you have capitalized one of the strongest desires in human life.

Q. An addition is being erected to your department. A timber falls, striking one of your employees, knocking him senseless. His father, who is also employed in your department, rushes out and attacks the workman responsible for the mishap. Should the father be discharged for this?

What should you say to the father? To the workman? To the foreman who has charge of the workman? Would you advocate that the workman be transferred elsewhere?

Q. The mother of one of your employees comes to your office and complains bitterly that her son (who was dismissed) has been unfairly treated by you. She is clearly in the wrong and has evidently been misinformed. Understanding the reason for

her strong feeling, do you think that you are in position to convince her to the contrary, or would your superior officer stand more chance of success?

Would it be desirable to listen to her tirade before referring her to your superior? Is the inference that her son believed that he was unfairly treated, indicative of a possible error in the technique of discharge? Would it be desirable to refuse to talk with her unless her son accompanies her?

Leadership.—The desire to be led is sometimes called the submissive instinct. We like to think of it, however, as the desire to work under a good executive. The three hundred workmen who, during the war, followed their contracting foreman to a town some hundreds of miles distant from their last job and worked for three weeks without an exact knowledge of the wage to be paid must have been impelled largely by satisfactions gained under his direction.

The presence of this desire is of great assistance to the executive. If he succeeds as a leader, he will find a growing spirit of cooperation and group loyalty. His men will shout for him. He will find the word being passed around, "Get a job with Mr. ————. He is a good boss." The work of the executive is made immensely easier as soon as he has shown promise of satisfying this desire in his men.

Executive Conduct.—The privilege of capitalizing this instinct comes as a reward for good leadership. You will find that employees will carry out your wishes with alacrity. You will no longer find it necessary to lean upon your authority when giving

orders, as orders will only be needed to give direction to the work. When you gain this form of cooperation, cherish it. Work the harder to deserve the attitude which your employees take toward you. Take care, however, that your employees do not lean too heavily upon your own leadership. Stimulate them to think for themselves and in other ways foster their initiative.

Q. In your opinion, would the submissiveness born of fear bring any instinctive satisfaction? How does this form of submissiveness vary from that which is born of admiration?

Does good leadership make us feel submissive or cooperative? When employees have such confidence in their superior that they follow his directions unthinkingly, is response dissimilar from that incited through the use of fear? Does the prevalence of an unthinking confidence among employees make for the greatest progress of the group and of its effectiveness? What form of relationship do you recommend?

Q. One of the employees in your department is very popular with others, owing to his sense of humor. He is the center of amusement in any recreational gathering of employees and is of definite assistance to you in the maintenance of a cheerful organization. Does his popularity in this respect mark him as desirable executive timber?

Would opportunity for his humor be increased or lessened by assigning him executive responsibilities? Do humorous propensities indicate an interest in or understanding of human nature, or the presence of an unusual point of view? How would you define popularity?

Justice.—No human desire seems more insistent than the demand for fair treatment. In industrial

life the presence of a smouldering sense of injustice is as dangerous a menace to the organization as is a flame between the walls of the surrounding building. When employees feel that the treatment accorded them, though unfair, represents the convictions of fair-minded but misguided executives, the sense of rebellion is slow to take active form. It is when employees believe that the executives are knowingly exacting unfair requirements that their temper rises rapidly to white heat. Conversely, the executive who has gained a reputation for being a just man, has forged for himself a lever of control that will make possible accomplishments which no other agency can offer. Such a leader becomes a marked man among workmen, and phrases are coined for his description. He is spoken of as being "on the level," "on the square," "a white man," and he gains through reputation a measure of confidence which he may count among his greatest assets.

Executive Conduct.—Remember that justice does not spring from the emotions; it is born of the intellect. Its base lies in conformance to divine or human law. It is impartial. Therefore, in all matters of justice you must completely control your feelings, that you may deal with the facts in a thoroughly impersonal manner. It is important that you become thoroughly conversant with all details on both sides of the issue. Human judgment most frequently errs because certain factors are left out in the reasoning. Above all other things, employees will respect you for your willingness to do

the just thing, even though the doing will place your personal interests at disadvantage. To be just involves sincere humility before truth.

Q. During a national emergency, you are placed in charge of an essential industrial development. You have in your employ men of great ability who are receiving a nominal wage, but who wish thus to serve their country. The emergency ceases and leaves you with the responsibility of liquidating your enterprise. The members of your organization wish to return at once to their own personal affairs, but for them to do so will place you in great difficulty. What might be their sole reason for remaining with you at further personal loss to themselves?

Is loyalty possible without justice? Is justice the only requirement?

Q. You are in charge of a group of clerical employees on salary. No payment for overtime work is allowed. A temporary and unexpected increase in work occurs. In order to meet requirements, all employees will have to work every evening for a week. What official pressure can you bring upon your employees to carry out this program? What personal resource may be of assistance to you?

Should executive resources in the form of employee loyalties be drawn upon for the consummation of unjust administrative requirements? Under what circumstances might this request for overtime work be a just one?

Q. Due to certain competitive reasons which must be kept confidential for several weeks, your chief finds it necessary to adopt a change in policy. You are

acquainted with the reasons for the change and agree to the necessity. Without this information, the new policy would appear to be unwise and likely to arouse employee opposition. Under what circumstances could you say to your employees, "I know that this step appears to be an unwise one but I am certain that it is the right one and I will ask you to trust in my judgment," and feel confident of their support?

Does their attitude infer something more than their confidence in your sense of justice? Would such expression of confidence be indicative of administrative as well as executive ability?

Imitation.—We find within us a tendency to imitate others and particularly those whom we admire. The executive finds this impulse of great value to him in coordination of employee effort. Often through his personal example he can bring about changes in an organization without the necessity of orders or any other form of communication. This is particularly true of personal relationships in the organization. If the executive is courteous, the employees will be courteous, and if the executive is curt and peremptory, the employee will be likewise. A good example appeals not only to our imitativeness, but to our reason as well. We are constantly measuring ourselves against others, and, where we find traits which we admire, we try to develop them in ourselves. An admirable personality will thus impress itself very rapidly upon an organization and will soon be reflected in the conduct of each member. For example, some salesmen make it a practice to study the treatment accorded

them by clerks and secretaries prior to meeting the executive, as they profess to find a striking similarity between the conduct of the employees and their chief, and are thus enabled to formulate the proper method of approach.

Executive Conduct.—You are being studied by your employees, for they are interested in you. If their attitude is friendly, they are looking for things to admire. If their attitude is inimical, they are looking for things to criticise. Their interest does not cease with the close of the working period. Sooner or later they will know something of your home life, your recreations, and your outside friends. Instinctively, they are hoping that they may find no flaw—that they may accept you with no reservations—for they want the satisfaction that comes with thoroughly good leadership. They will measure you by the little things you do, as well as the big, and will imitate you in them. The power of your example will reach past that part of their lives spent in the workplace. Weigh this responsibility carefully. You inevitably shoulder it when you undertake the leadership of men.

One administrator capitalized this imitative tendency with remarkable effectiveness by telling his subordinate executives:

> I shall not ask you to do anything that I do not require of myself, and furthermore you can commit any of the faults that you see me commit. For example, if you find that I am tardy, you may be tardy. If you hear me cursing employees, then you may curse employees. But not otherwise.

This method is worthy of careful consideration.

Q. You are in charge of a group of floor salesmen in a men's apparel shop. You feel that your employees are not sufficiently attentive to the matter of personal appearance. You are considering two plans: first, to issue a general notice requesting improvement, and second, to exaggerate the well-kept condition of your own attire, being careful not to give the impression of unduly expensive or pretentious appearance, and to place a full-length mirror in the wash room. Which of these plans would you prefer and why?

It is said that "actions speak louder than words." Into what groups might such actions be divided? Into those that are capable of imitation? Those that are proof of sincerity? Those that show willingness to practice preachments?

The Force of Habit.—We are too inclined to think of habits as something to be avoided, as obstructions through which we must break, if we are to progress. In reality they are of enormous value to humanity.

William James, in his *Principles of Psychology*,[1] states their value to human life thus:

The first result of it is that *habit simplifies the movements required to achieve a given result, makes them more accurate and diminishes fatigue.*

Man is born with a tendency to do more things than he has ready-made arrangements for his nerve-centres. Most of the performances of other animals are automatic. But in him the number of them is so enormous that most of them must be the fruit of painful study.

[1] Henry Holt and Co., N. Y., 1890.

If practice did not make perfect, nor habit economize the expense of nervous and muscular energy, he would therefore be in a sorry plight.

The next result is that *habit diminishes the conscious attention with which our acts are performed.* When we are learning to walk, to ride, to swim, skate, fence, write, play, or sing, we interrupt ourselves at every step by unnecessary movements and false notes. When we are proficient, on the contrary, the results not only follow with the very minimum of muscular action requisite to bring them forth, they also follow from a single instantaneous cue. The marksman sees the bird, and, before he knows it, he has aimed and shot. A gleam of his adversary's eye, a momentary pressure from his rapier, and the fencer finds that he has instantly made the right parry and return.

The executive can see at once the importance of the formation of effective employee work habits. As the automatic machine effects great savings over the non-automatic type, so does habitual conduct effect great savings over that which is not habitual.

Executive Conduct.—Remember that old habits cannot be cast aside and new ones installed over night. Such changes require time, and during the transition period when "automaticity" is absent, production will be abnormally low. Therefore, a new method of doing work, though theoretically simpler and shorter than the old, may take longer at the outset, until the new habit is firmly established. Prepare for this period of transition and provide the perseverance and enthusiasm necessary to carry the employees through this stage. The new plan demands conscious attention, it requires

greater mental effort. This explains the universal "pain of a new idea." Never be impressed with the excellence of a given method merely because the employee has used it for many years. After his habit was formed, the act has probably received little, if any, conscious attention. In instituting a rule or regulation among employees, provide continuous executive pressure until you are certain that the obedience has become habitual. The issuance of an order is not enough where habits are to be formed, but it must be followed by rigid inspection and report.

Q. Would it have been as easy to arise an hour earlier during the summer under the daylight-saving plan had the people been instructed to move their activities ahead an hour, instead of the plan of moving the clock ahead?

If working hours are to be increased by fifteen minutes each day, would it seem best, from the standpoint of habits, to add them to the beginning or end of the morning period, or the beginning or end of the afternoon period?

Q. Why is careful preliminary training in the right method likely to prove a very profitable investment in organizations where repetitive work is carried on?

Q. In military control, when a soldier is under emotional stress, commanders often find that giving a routine command to the soldier will assist in placing him in a more normal frame of mind. Why is this?

One explanation is that habits affect actions and actions affect emotions. The routine command plays upon the habit of routine response, and the routine response stimulates a normal attitude of mind.

Discussion.—What is your response to the following comments?

(a) The use of fear as a stimulant is not wholly wrong. The error is found in its excessive use. A little fear mixed with the hope of rewards adds potency to incentive.

Is not the line between reward and penalty a varying one in terms of personality? Is not the fear of losing the reward present, in some degree, in every application of incentive? Is it desirable for the executive to increase this feeling of fear?

(b) Force is not an obsolete element in executive control. Employees welcome forceful leadership.

Does forceful leadership necessarily mean coercive leadership? What is the proper use of personal force in leadership?

(c) If the executive concentrates his attention on production and not upon the study of instincts and habits, he will find that employees will do likewise.

Just what is production? Is it affected by the behavior of employees? What, in turn, affects employee behavior?

(d) Explanations of unreasonable acts are interesting, but the executive who insists upon proper conduct and who doesn't know too much about explanations, meets with less unreasonable behavior from employees.

Should executive knowledge of forces influencing human behavior, make him less eager to organize and develop the employee "will to do?" Do you think that the repression of instinctive or habitual impulses through the use of fear, is an essentially constructive technique?

(e) I do not favor showing employees how their work coordinates with that of others. The less they see of other jobs the better they will like their own.

What do you think would be the attitude of employees toward a ruling requiring transfer to another job at least once a year? (Such an announcement nearly caused a strike in one large plant.) Can the employee's ambition to obtain a different and better job, be used to improve his work on his present job? If, of two jobs offering the same wage, one seems generally more desirable, how should parity be established?

(f) We employ specialists for the improvement of equipment and methods—we employ operators to produce with existing facilities. We expect that these groups will give their entire attention to their own responsibilities.

The manager of one large organization requires every employee to present at least one constructive suggestion each month. Compare these two policies.

(g) Catering to the possessive instinct is a dangerous practice. Employees can be easily led to believe that they own the entire establishment.

Does not the sense of nominal ownership lead to a greater sense of responsibility rather than a sense of power? Does not the desire to own (control) the establishment spring from a feeling of rebellion against autocratic policies, rather than from management's willingness to share responsibility?

(h) Competitions are undesirable forms of productive incentive. They stimulate abnormal effort, their effect is temporary, and discontent frequently follows the disposition of awards.

Is there a distinction between competitions which naturally result from a sense of rivalry and those which are stimulated by reward through victory?

(i) It is desirable to stimulate curiosity in those employees who are paid to think. For most workmen, however, the less curiosity the better. Too

many things to think about bring restlessness and a desire for a better job.

Cannot curiosity be directed along profitable channels? Would curiosity concerning ways and means of improving the quantity and quality of work being done, tend to increase or decrease restlessness? Would the degree of management's sensitiveness to resulting suggestions be a factor in your decision? Cannot the desire for a better job be translated into a desire to make the present job better?

(j) I never put a new employee in a department where he has friends. Production and sociability do not mix well.

Is a congenial atmosphere conducive to better or poorer work? Need the privilege of congeniality be misused? Does the proposed policy prohibit the possibility of forming friendships with present members of the department?

(k) When an executive shows an interest in the workman's home and family affairs, he is at once burdened with their troubles, solicited for loans or wage advances, and asked to excuse tardiness and absence from work.

Is it to be inferred that an executive who is not so burdened is therefore, a better executive? Is it not true that every executive, irrespective of policy, meets such problems? With greater knowledge of conditions, would he not be in better position to deal justly?

(l) Leadership—that's what they want. Don't let them forget that you are the boss!

What seems to you to be the best way of causing them to remember it?

(m) Justice—yes, if they deserve it. Most employees don't appreciate fair treatment, and respond by taking advantage of the executive upon the first opportunity.

Is justice to be a reward of conduct? Is it a quality necessary to the proper measurement of conduct? What is the cure for the sort of employee response referred to?

(n) I don't want my employees to imitate me. Their job is to produce—my job is to see that they do it. Let them imitate the work that they did yesterday —and continue to imitate it.

Are there not different forms of imitation—imitation of activity, imitation of mental attitude, imitation of emotional attitude, imitation of moral and ethical attitude? Judging from this remark, would you consider this executive's attitude to be worth imitating?

CHAPTER V

EXECUTIVE DUTIES

In this chapter we shall discuss those activities which are inherently a part of executive responsibilities. We shall assume that the problems of employment, health, safety, nutrition, recreation, and formal educational work are conducted by functional officials who are specialists in their particular fields.[1] We shall also view the problems of wages (in so far as the system of wage payment is concerned) and of joint relations between management and men as matters of administrative rather than executive responsibility.

Analysis of Labor Requirements.—The executive will find it necessary to requisition labor from the employment manager just as he requisitions material or supplies from the purchasing agent or storekeeper. In both cases he should specify the nature of his requirements. The clearer and more precise the specifications, the more satisfactorily will he be served.

Executive Conduct.—The employment manager must sell jobs. If he is to sell any of yours, you should provide him with descriptions and talking

[1] An excellent presentation of these functions is offered in *Personnel Administration: Its Principles and Practice*, by Tead and Metcalf (McGraw-Hill Book Company, Inc., N. Y., 1926).

points, and also inform him of the type of buyers which forms a satisfactory market. (Remember that all jobs are guaranteed—employees can give them back at will.) One of the best ways to describe a job is by means of a photograph, because people learn more easily through their eyes than through their ears. Give the applicants an opportunity to see how the work looks. If you fear that the work environment is such that photographs would deter rather than attract, then an improvement of the workplace is in order.

When you specify the kind of person you wish to employ, there is no need to point out that the applicant should be honest, industrious, prompt, loyal, efficient, and the rest of the virtues. These characteristics are desirable in every employee. Tell the employment manager the unique requirements of the job. For example, it may require exceptional strength, exceptional physical activity, exceptional penmanship, exceptional skill, exceptional experience. The way to detect these unusual requirements is to proceed indirectly, by asking yourself, "Why would not an average person fill this position satisfactorily?" This mental background will usually throw the peculiar requirements of the work into relief. If you want further to assure the use of your specifications, translate your requirements into the form of questions which the employment manager may ask the applicant. For example, if height is important, and you list the question, "What is your height?" noting after the question, "Over five feet six inches is required,"

the interviewer in the employment department will be more certain to cover this requisite when talking with the applicant. Where experience is necessary, questions with answers which form a simple trade test will assist the employment manager in filling your specifications.

Q. Do you think it a good plan to have every new employee understand that his employment is probational for a stated period (two weeks, for example) and that at the end of that time you will tell him definitely if it seems wise for him to remain?

Would the amount of preliminary training necessary, affect your decision? When does any employee cease to be on probation? It is said that any employee must fit the job and fit the organization. Might there be any variation in the length of probationary periods in terms of these capacities?

Q. The employment manager tells you that the type of employees with the experience and skill which you require cannot be found in the present market. What are the alternatives which you must consider in maintaining a satisfactory working force?

Is this type of difficulty becoming more or less general in industry, in your opinion? Why? What alternatives are there? Further division of labor? Functionalized training?

Q. You accept an applicant who fulfils all of the specific requirements for the job which you indicated in your specifications. You find, however, that he is a trouble-maker and must be dismissed. Should you add to your specifications, "Should not be a trouble-maker"?

Can you hold the employment department to account on the basis of a preventable error in selection? Are trouble-makers sometimes developed after employment? How?

Introduction of the New Employee.—It is a well-known fact that in any experience the two points of greatest sensitiveness are at the beginning and end of the experience, the former being the greater of the two. Therefore, a most important opportunity exists when the new employee is introduced to the organization and the workplace. Some concerns are using this opportunity in well-organized familiarization work under the control of a functional official, such as the personnel manager. By means of an introductory booklet, a trip through the department, well-planned introductions and work assignment, the employee is made to feel at home and is thoroughly informed of his environment.

Executive Conduct.—There is a very simple rule which will help you in forming a suitable method of introduction. It is to introduce the new employee as you would introduce a guest into your own family. This does not call for unctuous geniality, but it involves an atmosphere of hospitality and a thoughtfulness in eliminating the unfamiliarity of the newcomer. Never treat a new employee as a suspicious character who requires watching until he has proved his honesty and worth.

The list of information which the employee requires at the outset is surprisingly long. It includes such broad divisions as organization policy, wages, hours of work, rules and regulations, and employee service, restaurant service, employee organizations, etc. A printed booklet will relieve you of reiterating much of this data and will give the employee something of permanent reference. It is

worth noting that the employee who finds the new job waiting for him with everything in first-class order, at once gains an impression of the organization which more than repays the slight preparatory effort. Remember that you are a salesman. You must constantly sell your organization to your employees. You will have no more favorable moment to gain careful attention than when the employee first starts his work. See that he gets a clear and true picture of his opportunity and his environment.

Q. You find that girls entering your department have difficulty in becoming acquainted with others in the lunch room and find the first few days somewhat disheartening. How will you arrange to overcome this condition?

Should such introductions be made by a representative of the management or by another employee? Why?

Q. To what length should the introduction of a new employee to others be carried? Is introduction to employees adjacent to the workplace sufficient?

Is it a good plan to arrange with one of the adjacent employee to introduce the new employee to other members of the group when occasion arises?

Q. How important do you consider the argument that if the employees are given information booklets when employed in the morning, they will not refer to them while at work, as they dislike to appear ignorant? Would this feeling be lessened if the booklets were organized and published by an employee association?

Just how would you divide the process of inducting a new employee into an organization, between the management and the employees? Should management take the entire responsibility?

Q. Where should an executive make his introductory remarks to the new employee—at the employee's workplace or in the executive office?

Are there advantages and disadvantages in either alternative? Should such remarks be presented before the employee enters the department? Consider optional methods from standpoint of attentiveness, executive time and convenience, ease of presentation, etc.

Training.—The executive is interested that the new employee shall gain facility in correct methods of work. There is a definite technique in administering such training. The executive may undertake this work personally or may delegate it to an employee who has educative ability. In large establishments, training may be included in a general educational program which is under the jurisdiction of a functional official who specializes in such work. The executive, however, is rarely free from the responsibility of maintaining standard work methods.

Executive Conduct.—There are certain fundamentals in successful training with which you should be familiar. The first fundamental is that work should be broken down into its elemental parts and the standard method applied to each element. The second fundamental is that correctness in method must precede speed in operation. The beginner must retard his movements at the outset until he can consciously control them and make them cor-

rectly. Only in this way can the establishment of habits involving incorrect method be avoided. This rule applies to mental as well as physical activities. The third fundamental is that the employee should not be urged to accelerate his speed to a point which endangers the gaining of the proper method. The employee who is put on a job with a day-work rate and then told, "Now I want you to get your production up to a point where you can earn piece-rates as soon as possible," is likely to sacrifice method for speed. The employee is apt to attempt too rapid advancement if he is led to feel that his wage during the learning period has a direct relationship to his production during that time, instead of being a subsistence allowance chargeable to training expense. Do not place an employee upon a production-wage basis until you are sure that he is in a position to earn a satisfactory return through his newly acquired work habits. It is nearly always true that inferior habits of work can be gained more quickly than those which ultimately yield the high returns. If the employee is not prepared to "make his earnings" because of lack of practice, he often will discard the right method for a poorer one which will yield a large quantity of work of poorer quality. Allow the employee a normal amount of time to learn his job. If he is earnest, though dull or awkward, this period can be fairly lengthened beyond the normal. Make it clear, however, that you expect a gradual and continual increase in productive rate until a satisfactory pace is attained. The fourth fundamental is the use of patience. You

may require the utmost precision in conforming to the standard method and your insistence may require repeated efforts by the learner, but there will be no opposition as long as you remain cheerful in your demands and patient in the face of his unsuccessful attempts.

Q. You find that a new employee who has had experience in the work in hand, has learned an ineffective and careless method of doing the work. He considers himself a skilled operator, however. How will you interest him in the proper method in such a way that he will be eager to accept it?

What will be the value to the employee of the proper method? Should he be criticized for learning an improper one? Will you object to the period of lowered production which will occur during the mastery of the proper method? Will you be willing to pay him the average previous wage, during this period?

Q. If the learning wage is, in reality, a wage of subsistence, should a married man with a family be entitled to a larger learning wage than an unmarried man with no responsibilities?

What is the purpose of the learning wage, from the company standpoint? Will a married man with a family be of greater value to the company than an unmarried man? Is it desirable that an employee make a financial sacrifice during the learning period?

Q. Are there cases in which the learning wage should not necessarily be considered a subsistence wage?

When employees, because of merit, have been transferred to a better position? When circumstance requires transfer of an employee to another job demanding an equal grade though different form of proficiency?

Transfer.—The executive is inclined to look askance at the employee transfer. The act implies a change, and it seems to him that there are changes enough in his personnel without further self-inspired alteration. Furthermore, it is true that transfers disturb habit formations and in a measure lower effectiveness. On the other hand, a reasonable movement of employees among jobs tend to relieve monotony and offers an excellent means of insurance against the breakdown of chains of routine, since, in case of absences, there will always be employees present who are familiar with the work and can undertake it during the emergency. A third advantage is that transfers, while not immediately resulting in promotion, usually offer increased opportunity to earn promotion and are therefore a direct form of incentive.

Executive Conduct.—Don't be afraid to transfer an employee if he deserves an increased opportunity. The transfer may temporarily inconvenience you, but it will bring later returns in developing your reputation for giving a man a chance to advance. In dull times, shift your employees about so that they may learn more than one task. This is a most effective method of giving an employee a chance to grow and improve his value to you. View the act of transfer as an opportunity in human research. You cannot always tell what an employee is best fitted for until you have tried him. The trial-and-error method is sometimes the only way of finding out the one best place for each man in your organization.

Q. You have transferred an employee to a new position offering greater opportunities but he does not seem to be able to handle the job. It seems to be a clear case of lack of capacity. Would you advocate dismissing the employee? If not, would you advocate transferring him to a lesser job or back to his old job? If the latter, how would you approach him in order to return him to his previous work with a minimum loss of morale? Would it have been easier had you placed him probationally on the new job?

Is it possible entirely to avoid such errors in judgment? Is it probable that errors in the judgment of human capacities usually are in the nature of under-estimates?

Q. You propose to transfer an employee to a more promising occupation. The employee objects. He says, "I'm all right here. I'm perfectly contented." When told of the brighter future ahead in the other work, he responds by saying that he doesn't care for the new work as it has too much responsibility attached to it. What can you do, if anything?

Should you coerce him? Urge him? Stimulate his ambition? Express your confidence in him? Insist upon a probationary trial? What is the executive's responsibility toward a man whose ambitions are not commensurate with his capacities? What are the executive's responsibilities to the company in dealing with such a man?

Q. Do you think that a raise in pay should or should not accompany a transfer to new work? Which situation would be the better should the employee fail to make good on the new job? Should an employee be transferred to another job unless you are reasonably sure that he will succeed?

Should an employee expect an immediate increase in wage when receiving a transfer as the result of merit? Do you think it desirable to ask an employee to temporarily carry on other work offering greater opportunity for advancement, with the mental reservation that, should he prove fitted, the change will be made a permanent one?

Promotion.—The possibility of promotion is a great provider of incentive. Its potency is so obvious that executives have been known to exploit its worth, wrongly stimulating employees by vague allusions to future advancement to positions which the worker has not the capacity to fill. To develop a yearning for that which cannot be reached is as wrong as to retard achievement. Someone has commented upon the fact that while Napoleon's soldiers carried marshal's batons in their knapsacks, there were very few who rose to that position. Even though hope does spring eternal in the human breast, we have no right to lead it along false pathways.

Executive Conduct.—Never stimulate employees by allusion to promotion unless you are convinced that they have the necessary resources of capacity and ability to achieve the goal if they will. Provide paths of promotion in your organization as far as it is possible to do so, and don't hesitate to let the path run out of your organization and into another if further advancement is thus possible. If you have "blind-alley" jobs, and you doubtless will have some, be frank in telling your employees of them. If possible, arrange promotional possibilities *within* every job. The presence of a base or minimum rate, followed by successive increases as the employee grows more proficient, turns incentive

toward improving the given job, rather than diverting the attention to other work, when promotion can only come through transfer.

Found your decision regarding promotion upon a basis of incontrovertible fact. The proper employee records should show you when the promotion is earned. Never be swayed by an emotional pressure in this matter. Work on a basis of objective results and proved accomplishments. Don't wait for employee to ask for rate increases before considering their cases. Either have it understood that at certain periods each year you will review the rate situation and confer the merited increases, or, better still, develop a plan whereby increases take place automatically when earned. The problem of getting rate increases approved by your chief is considered in Chapter VIII.

Q. Do you believe that an employee should receive a wage increase only when he has demonstrated that he has earned it, or do you believe that a wage increase acts as definite incentive in some cases?

Would your answer turn upon the degree to which you were certain of the presence of capacity?

Q. One of your newer employees shows unusual ability. You are convinced that he can satisfactorily fill a new position which carries promotion with it. There are older employees, however, who have not the necessary qualifications for the job but who will doubtless feel offended at the appointment. Should you advise them of your proposed change before making it? If so, how will you present the matter to them?

Do you think that employees, in general, have a rather definite knowledge of the status of their capacities as compared with those of their associates? Is this a problem in which amenities should be observed, rather than facts or knowledge imparted?

Praise and Commendation.—The giving of praise or commendation gratifies the instinctive desire for approval. Some executives do not favor its use. They adopt the policy of taking exceptional work for granted. They argue that the employee will then infer that that which he considered unusually worthy was only what was expected. He will then set higher standards of achievement for himself. The error in this logic is found in the last conclusion. Only the rare employee finds incentive in passive acceptance of good work by his chief. The usual result of this policy is to bring discouragement or the feeling that the boss is unappreciative.

Executive Conduct.—Do not be fulsome in your praise. A little is often better than too much. It is not necessary to give it immediately after the act. Wait until the situation seems right, a time which may be better sensed than reasoned. If you have opportunity, give it in the presence of others. Present it in an official sense, though with your personal support. You will find that it is best given in a sober spirit, for it should be evidently sincere. Make certain that in your commendation you do not indicate the completion of improvement. If you do this, you will take the incentive for further effort away from the employee.

Q. You find that despite your efforts to the contrary, your commendation of an employee's work has

"gone to his head." He is apparently the type of person whose ego fattens on praise. When you are in his vicinity, he calls you over to see his work again, in the hope that you will make some further comment. You find that you have unfortunately stimulated a latent tendency toward conceit. How will you handle this situation?

By making additional commendation dependent upon specific improvements which you call to his attention, could you not capitalize his desire for further praise?

Q. After commending the progress record of one of your employees you learn that your clerk has made a mistake and the record is not as good as you had understood it to be. The employee had made no definite answer to your commendation, which was given in the presence of several other workmen. How can you advise the employee of your error and turn it to good account by giving him an incentive to better his actual standing?

Is the purpose of commendation to reward or to further incite? Or both? If used solely as a reward, what attitude may result? If used solely as an incentive?

Reproof and Criticism.—We may make a distinction between reproof and criticism. Reproof is essential in the case of voluntary or repeated error on the part of the employee. Criticism serves in the case of an unintentional error or omission. Reproof calls attention to a volitional act, while criticism may be directed at an unrecognized mistake.

It is safe to say that more errors are made by executives in administering reproof or criticism than in any other of their recurrent activities. There seems to be a delusive cloud hanging over this tech-

nique which makes reproof synonymous with "bawling a man out," and criticism unavailing without a mustered display of temper.

Executive Conduct.—Administer reproof and criticism as soon after the act as possible, but not so soon as to indicate any emotionalism. If the employee feels that you are acting in anger, he will very largely discount your statements. Never give reproof or criticism in public or to any employee unless he be under your direct authority. Never present your attitude on a personal basis; make it clear that you are acting as an agent of the organization. Never offer reproof or criticism in an emotional way, or in a way which would tend to rouse emotion. In the case of criticism, you will not find intense seriousness to be always essential. The most important thing to remember in offering reproof or criticism is that *it is the application of a force calculated to act constructively.* The result should be the awakening of a desire on the part of the employee to improve his conduct. Any technique which leaves the workman sullen, discouraged, or emotionally excited is obviously not effective.

Q. One of your employees tends to take your criticism as indicating a personal animosity. You understand that he believes you are trying to make things unpleasant for him so that he will resign. How can you effectively overcome his misunderstanding?

Is such an error on the part of the employee indicative of faulty executive technique? How can an executive make sure that such a misunderstanding will not occur? If you

do not introduce personal feeling into reproof, how can you feel certain that you appear to be sincere?

Q. You have reproved an employee and he denies the act. While you are certain that he was responsible, yet you cannot prove it. Should you have reproved the employee under these circumstances? Should you have reproved him conditionally? For example, "Now, Frank, I don't know whether you did this or not, but if you did do it, you must realize that it cannot be repeated."

In such a case, can the presence of suspicion of guilt be evidenced without the use of direct reproof? Would you advise this alternative? What would you advise?

Dismissal or Discharge.—In many organizations executives are permitted to dismiss employees from the department but are not permitted to discharge them from the organization payrolls. In either case the act is never one which should be entered into lightly. It often represents the final experience of the employee in the organization and is strongly impressed upon his memory. As time passes, his feeling toward the organization is largely colored by the treatment which he receives upon dismissal.

Executive Conduct.—You should never dimiss an employee without giving his case a thorough and impartial investigation. In cases requiring immediate action, you may find it necessary to remove the employee from your department at once, but your decision should not be made until it is very clear to you and to others that you are acting with no emotion, with evident open-mindedness, and with the feeling that you must prove the guilt,

rather than that the employee must prove himself innocent.

The acts which incur dismissal or discharge should be known to all employees. In any given instance, your task is then one of establishing the occurrence of the act.

If it is possible to avoid it, do not dismiss or discharge an employee in the presence of others. Make it clear that your action is impersonal and, in a sense, automatic. Again, the important result of your action should be to leave the individual with a sincere desire to improve his conduct, and the feeling that he can do so.

Q. An employee whom you discharged returns to you two weeks later and asks to be reinstated. What factors would you consider in forming your decision?

Group the factors into those affecting employee, other employees, the executive, and company policy. Are there certain acts which may cause discharge but which would not prohibit reinstatement? If so, was discharge the best remedy?

Termination of Employment.—Executives are often too prone to take a disgruntled attitude toward an employee who terminates employment with the organization. This is a mistake, even though the employee is leaving because of dissatisfaction. If the workman has performed his work satisfactorily and has been cooperative, he is entitled to the good-will of the organization, even though misconceptions on his part do not allow him to respond in kind. Later he may discharge his views and wish to

return. He will not consider doing so if his parting seemed unfriendly. Far-sighted executives always leave this door open to competent employees and, over a period of years, the policy is found to bring good returns.

Executive Conduct.—Take the time to say good-bye to your terminating employee. Let him know that he has your friendship and the good-will of the organization behind him, if he deserves it. If he has been a desirable man, tell him that if he wishes to return at some time in the future, you will be glad to consider it. The fact that he is leaving because of dissatisfaction should not deter you from making this remark. *Distinguish between the man's value and his viewpoint.*

Q. An employee who has not been particularly satisfactory is terminating employment and he asks you if he may refer prospective employers to you in obtaining future positions? How should you answer him?

Is this a difficulty or an opportunity? If you had maintained comprehensive employee records, would your answer be simplified? What are your responsibilities to the employee, and to the inquirer when receiving such a request for reference?

Q. A terminating employee enters your office with the remark, "I've come to tell you what I think of your entire outfit here." While he has a degree of self-control, yet his comments are insolent, satirical, and rude. How should you handle this situation? Is it a happening which might occur to any executive, irrespective of ability?

With whom may lie the error of which this experience is the result? What attitude of mind should you desire in such an employee when he leaves your office? How would you proceed to attain it?

Discussion.—What is your response to the following comments?

(a) It is not my job to sell the organization to the employee. It is the employee's job to sell himself to me.

Is it not the employee's relationship to his job that will primarily determine his fitness, rather than his personal relationship with the executive? Does fitness for a job necessarily imply a desire to so fit? Does the proper presentation of an organization to an employee tend to lessen the prestige of the executive?

(b) Whenever I train a man for a job, someone offers him a higher wage and he leaves. Hereafter, I shall let the other fellow do the training.

What would you infer from this executive's experience? Should an executive expect to lose a certain proportion of newly trained employees in this way? Is his proposal technically sound? Is it industrially sound?

(c) Let the new employee watch other operators and learn for himself. Kindergarten methods are not necessary for grown men.

Discuss differences in instruction through inspection and imitation vs. instruction which includes the addition of competent educational supervision? When employees err in observation in the first method, how are their mistakes corrected prior to habit formation?

(d) The greater the opportunity for transfer, the less the employee's interest in his present job.

Is this generally true in your opinion? When true, of what defects in organization is it symptomatic? Inequali-

ties in wage-skill relationships? Inequalities in wage-working conditions relationships?

(e) It is not my duty to point out the "blind-alley" jobs. Employees should assume the responsibility for their own futures.

Is an applicant in position to judge of the opportunity for promotion when considering an opportunity for employment? Is he to be expected to give due weight to these considerations at such a time? If an employee is given responsibilities which are not commensurate with his capacities, is it good policy from the company standpoint, to retain him in this position? Does the knowledge of a policy of promotion on merit likely to attract a higher or a lower type of employee to the organization?

(f) When executives are already beset by requests for wage increases, further talk about promotion merely aggravates a difficult situation.

What do you infer from the situation described? Should executives be beset for wage increases? Whose fault is it? Should an employee be required to ask for a wage increase before consideration is given? Is there a distinction between employee requests for wage increases and opportunities for promotion?

(g) Praise may be helpful to the individual worker but its value is more than offset by the demoralizing jealousy and envy aroused in nearby employees.

How can the demoralizing effects of praise be avoided without prohibiting its publicity? Cannot the commendation be so presented that the reason for its giving is clearly evidenced?

(h) I make it a practice to give reprimands very rarely but when I do so, I make them so severe that I never have to repeat them.

What will be the effect of this practise, in your opinion? Will it lead to closer work relationships between executive and employee? What will be the incentive for proper conduct? Is this the best form of incentive? What do you recommend as good practise?

(i) I believe that the constructive value of discharge is lost unless the man is stirred emotionally and awakened to an adequate sense of his wrongdoing. Otherwise, he is likely to go to another job and repeat the same offense.

Is not the act of discharge a sufficient emotional disturbance to satisfy the purposes specified? Does executive anger tend to further improve the emotional attitude of the employee? Can executive forcefulness in statement be shown without the presence of emotion? Does impressiveness demand emotion?

(j) When I discharge a man I contrive to do it in the presence of other employees. It sets a healthy precedent.

Does the fear of disgrace through discharge have any effect upon the number of voluntary terminations, in your opinion? Do you favor the development of righteousness through fear? Has the executive a right to use individual misconduct as a means of influencing other employees?

(k) I have no desire to talk in a friendly way with men who are terminating employment. I have no affection for quitters and no one who leaves my organization is desired to return.

Does the act of termination necessarily qualify an employee as a quitter? Does this remark represent the attitude of the company or of the executive? In talking with the terminating employee, which position is desirable? What are the advantages and disadvantages of company policy which is (a) favorable to later re-employment of terminating employees, (b) which is unfavorable to the same?

CHAPTER VI

DIFFICULTIES WITH SUBORDINATES

In the process of organizing the will of a group of employees, the executive will meet with difficulties. He will find that friction points are quite as numerous in organizations of men as in assemblies of machine parts, and he must adopt the same preventive policy as the engineer. Such a problem incorporates two elements of difficulty: first, the degree of complexity, and second, the restrictions in the time allowed for solution. The knowledge that an executive is meeting with trouble in dealing with one or more of his employees sometimes spreads with great rapidity throughout the working group, and an error in executive technique may bring about a stress of felling which results in the destruction of morale and perhaps a strike.

Often these crises demand immediate action. Usually the circumstance is surrounded by an emotional complex—an atmosphere of strong feeling of considerable contagion. If the executive is all susceptible to the influence of the excitement, he finds his reasoning ability hampered by a lack of sufficient time for though and by a confusing emotional pressure. It is doubly important, then, that the executive should prepare himself for these difficulties by studying them hypothetically, estab-

lishing a plan of procedure in advance. He is then in a position to act upon an emergency with promptness, and upon a basic of precise and balanced reasoning.

The Basis of Approach.—It must be assumed at the start that the executive is qualified for his job from the various standpoints outlined in previous chapters. In approaching his problem he must keep constantly in mind that he is dealing with persons whose actions may be largely influenced by their feelings, that there may be emotional excitement which paralyzes reasoning ability, and that, because of the sensitiveness of the group, the contagion may spread rapidly. He must first guard himself from a like emotional infection. This is a matter of self-control. He must next eliminate the emotional pressure in the employee and make deliberation possible. Last, he must develop a cooperative or positive mood in the employee.

To illustrate, many executive difficulties are based upon the behavior of employees who are in "negative" moods, influenced by hatred, fear, suspicion, or revenge. The skilful executive

1. Refuses to respond or react in kind;
2. Eliminates the pressure of feeling upon the employee so that reason can freely function;
3. Appeals to the positive moods (such as loyalty, duty, unselfishness, service) in the emplyoee. While this influence may reduce reasoning ability, it will tend to influence behavior in accordance with ethical and moral standards of conduct.

Successful executives are constantly following this procedure. We hear them spoken of as men who keep everyone happy. It is interesting to observe how this method suggests a possible technique for dealing with the complaint.

The Complaint.—The act of making complaint is usually a behavior resulting from the pressure of feelings. The employee is urged forward by a strong sense of righteous injustice, or it may be under the stress of fear, hatred, or jealousy, or an itch for revenge.

To attempt to curb or restrict the employee in presenting his grievance can only make matters worse, as such an overruling action will tend to rouse the fighting spirit. This rule applies not only to the technique of the executive in dealing with the complaint, but also to the rules of the organization. These should offer to the employee opportunity for the presentation of reasonable grievances in such a way that the action is not a hazard to his further employment. Such an arrangement is often spoken of as providing "complaint drainage."

The procedure in dealing with a complaint should then have as a first step:

1. The knowledge on the part of the employees that the executive will be receptive to the expression of reasonable grievances.

This attitude, of course, can easily be overdone and result in a flood of petty criticisms. One large office organization limits such expressions by requiring that the grievance be stated in writing and

sworn to before a notary public. This procedure probably errs too far in the direction of limiting complaint to be serviceable in the average case. The executive's attitude, however, if it is consistent, will soon define his interpretation of the term "reasonable complaint," and the development of a super-critical employee attitude can be overcome.

The next requirement would seem to be:

2. The elimination of interruptions or distractions during the presentation of the grievance.

One of the arguments for the executive's private office is that it provides a place in which his employees may speak to him without interruption and without the danger of being overheard. The strong feeling which usually surrounds a sense of grievance calls for its expression, and ordinarily it is best to provide avenues for such expression, if we are to satisfy the third requisite in this technique, namely:

3. That the employee be placed in a normal state of mind as the result of the elimination of emotional pressures.

To accomplish this result, the executive must fit his method to the case at hand. While the majority of persons relieve their feelings through expression, yet there are some who grow more excited as they advance in the telling. In the latter case the executive must take the helm of the conversation and guide it into smoother waters. One executive has stated that he never feels that the time is ripe to discuss a grievance with an employee until he has

won a smile from him, for he claims that a smile is only possible after a person has attained a reasonably normal condition of mind and feeling. Abraham Lincoln was particularly adept in the use of this technique. When persons in argument came clamorously to him for decision, he would often remark that the case in point reminded him of a story, and through its telling he would bring about a calmer and happier frame of mind in his listeners, so that they were ready to listen to his decision.

The value of this state of mind lies in the increased ability of the employee to reason clearly and logically. When this condition has been attained, we come to the fourth requisite:

4. The evident desire of the executive to get at the facts and motives involved.

The executive who refuses to make arbitrary decisions and who requires a thorough knowledge of circumstances and motives, inspires confidence in the employee. The fact that he is viewing the matter calmly further strengthens the employee's belief that the executive is repressing any personal bias or prejudice in a sincere effort to act upon facts.

In the majority of grievances more data is necessary for decision than is offered by the complainant, and executives may find it hard to convince the employee that both sides of the question are entitled to a hearing, particularly when a second person is complained against. One executive effectively meets this difficulty by saying to the complainant, "Now, supposing the other fellow had come to me

first and told me his story. You wouldn't have wanted me to decide on his version alone, would you?" The complainant usually sees the point and is willing to have the matter thoroughly investigated.

Then follows:

5. The assignment of a definite decision.

This should be as prompt as possible. Delay means uncertainty, and its continuance is very harmful to the morale of any organization. If time is required to get the facts, a definite future time of decision should be given.

Finally:

6. The executive's willingness that the complainant appeal the decision if he desires to do so.

The employee should know that if he sincerely believes that injustice is being done, he may take the case to the next higher executive with the knowledge that his employer holds no grudge for his so doing. Machinery for such cases of appeal is fairly common, and its presence in the organization is very salutary, for the position of the executive then becomes that of a cooperator in the search for justice rather than of arbitrary dictator of conduct.

The reader may take issue with this analysis. He may challenge the sequence or the whole procedure. In such cases he should prepare his own procedure and test it in practice. The important point to remember is that such a technique can be reasoned about, that the conclusions may be weighed and

tested, and that the executive can advance in management by virtue of such considerations.

Q. Do you agree that the above procedure offers an effective method of dealing with complaints? If not, just how would you alter or amplify it?

Q. Supposing that a machine operator comes to you and complains that the operator on the night shift does not leave the machine in proper order. He further avers that he spoke to the night operator about it, but to no avail. The night shift is in charge of an executive holding the same position and authority as you. How would you handle this case?

What is the first thing you would do? Obtain the necessary facts? Would you take the matter up with your co-executive or with your superior officer? If the former, what would you say to him? Would you offer reciprocative inspections? Would you tell the employee to work it out himself with the night operator?

Methods of approach to other executive difficulties which are commonly met with will be suggested in the following pages. It should be emphasized that the solutions offered are but suggestions. The wide differences which are found in personality preclude the formation of an inelastic procedure which will fit any and all cases. The value of the suggestions and the problems offered will be found in their stimulating effect upon proper habits of executive thought which, when coupled with a fund of experience, will go far to improve the individual technique.

Open Opposition.—Open opposition rarely is offered to the established executive. It may occur in the case of a new executive who is unpopular, due

to the circumstances of his appointment, in which case the opposition is intended to reflect the objection of the employees to the acts of the management.

Executive Conduct.—The best cure is prevention. Learn to sense impending opposition and avoid issues of this nature until you are in the proper strategic position. In such cases time almost always works to your advantage. If you face a situation which is in danger of becoming unruly, your vested authority will allow you gradually to alter conditions to strengthen your position. The opposition will tend to disappear as soon as its disadvantages become obvious to the employees.

Should an instance of open opposition develop, however, face it calmly and intelligently. The eyes of the entire organization will be upon you and your behavior will inevitably affect employee opinion. In the first place, do not view such opposition as directed at you personally, but rather as an act of mutiny toward organization authority which you represent. If the employee plainly tries to make his disobedience generally known in order to show his disregard for authority, you may find it necessary to dismiss him from the department at once. Such dismissal should not be made with the slightest evidence of anger or excitement. Be mild but firm. If the disobedience occurs without attempt at publicity and is evidently in a spirit of sincere revolt, deal with the employee as outlined in the preceding section. If you are unable to convince him of his error in resisting authority, the employee must be dismissed, but do it impersonally and courteously,

so that he may feel that your action is not the product of anger or rancor.

Q. You have recently been appointed to an executive position in a new organization. You find that one of the employees who has been assigned to you is an elderly man who sharpens the saws and other similar tools in the department. He was an old personal employee of the late president of the concern and spent the majority of his time on the president's estate. When the plant was smaller, he would come down at odd times and sharpen tools, but he always considered himself as reporting directly to the president. With the president's death, he has been placed on your payroll. You have been told that he has made the following remark: "I don't intend to take any instructions from anyone around here. I know what my work is and nobody need give me any orders; and if they start to, I'll tell them where to get off." He is an excellent worker and very loyal to the company. How would you handle this situation?

Is his attitude essentially disloyal? Will it affect the prestige of your position if you do not face the issue and require the employee to follow your orders? Will you make it a point to give him an order at once? Will you avoid dealing with him? Will you approach him on the basis of the similarity of your loyalties to the company?

Covert Opposition

Executive Conduct.—Do not respond in kind. Do not act until you are certain of the presence of opposition. Sometimes rumors are purposely brought to you to influence your attitude. When you have the facts, act in the open with your opponents. If you find the opposition to be real and powerful, do

not force an issue until you have built up a position of strategic advantage. Never use underhanded methods in retaliation for covert opposition. This lowers your status to the level of your opponent and is a degradation of the position which you hold. When you are assured of the presence of opposition, its source and its causes, face the issue fairly and in the open. Deal directly with the persons involved. Make it clear that the essence of organization is cooperation, that without it an organization is but a gathering of people, and that all must pull together if success is to result.

Q. Does the statement that an executive should build up a position of strategic advantage before forcing an issue with his opponents, imply that the executive must use underhand methods as a preliminary step to fighting in the open?

When covert opposition is suspected, what information do you require in order to act justly? The source of opposition? Its nature? Its direction (whether at you or your superior officers, or the company as a whole)? Its causes? Is not discharge a legitimate remedy?

Q. Assume that you have taken an executive position and you find that one of your employees feels that he should have been advanced to the vacancy to which you have been appointed. He has a number of sympathizers among the employees and you find that they are not giving you full cooperation. What method would you use to obtain effective support and at the same time maintain the department morale?

Would you discuss the matter frankly with the sympathetic employees? What would you say? Would you discuss

it with the employee? What would you say? Why would he be likely to be distrustful of your attitude toward him? Might he fear that you would find excuse to discharge him? Would you prefer to show your friendship through your acts? To so establish your superiority? Is this not an instance in which the executive method would to an unusual extent be determined by the personalities involved?

Sullenness

Executive Conduct.—First, find the reason. Second, do not react in kind. It is not reasonable to become angry at machinery when it refuses to run. Likewise, it is unreasonable to become irritated by an employee whose productiveness is decreased by his state of mind. Therefore, find the underlying cause. If it is personal animosity, the obstacle is not serious. Once the employee understands that you are aware that all people are not drawn instinctively toward one another, that he may quite humanly take a personal dislike to you, and that you will not allow this condition to influence your attitude toward him as an employee, he is apt to do his work and not let his antipathy affect it.

If sullenness is caused by conditions over which you have no control, it can often be eliminated if the employee knows that you are aware of his reasons and thoroughly understand his point of view. There are some people with whom sullenness appears to be a deep-seated trait. Their presence in an organization is not particularly harmful, as the other members discount their habitual tendency. It is sullenness in the employee who ordinarily is not of this disposition that requires executive attention and remedy.

Q. How would you go about to discover whether an employee was chronically sullen, or was temporarily so?

Would you ask other employees? Would you observe the attitude of other employees toward this person? How would you go about to discover whether the cause of temporary sullenness was to be found within or without your organization?

Q. You have been appointed recently to an executive position. You are informed that a certain employee who is considerably older than yourself, is a chronic grouch, and that the other employees are awaiting your first encounter with him with considerable interest. How do you plan to approach him and gain his cooperation?

Would you infer that the employee was inclined to glory in the publicity which his attitude produced? Would you endeavor to approach him on some ground in which he is known to have a friendly interest? Would you determine to disregard his attitude—to refuse to acknowledge its presence? Would you call him into your office and so contrive to talk to him where other employees are not within hearing?

Stubbornness

Executive Conduct.—Here again you must understand the underlying cause. If the characteristic is largely innate in the employee's personality, you may find that he will respond readily to suggestion or other approach in which his stubbornness is not aroused. Often such persons can be made cooperative by appealing to their pride, when a direct request of an unusual nature would meet with little enthusiasm. If the stubbornness is deliberate, it is evidently the beginning of a spirit of mutiny.

Proceed directly to acquaint the employee with the impossibility of organization work under such circumstances. Often this message can be effectively presented if the employee perceives that it is not your personal pride causing you to demand obedience, but rather the necessity of discipline.

Q. As sales manager of a concern employing a number of salesmen, you find it necessary to ask them to make a daily report of territories visited and calls made. You are certain that this innovation will meet with strong opposition, particularly among the older salesmen who have covered their territory for many years. These men, while in the minority, are of great value to the business, but the request cannot be fairly made to only a part of the group. How will you go about it to avoid the stubborn opposition which will undoubtedly be evidenced if such a request is made in the form of a command?

Will you deal with the older salesmen individually or in a group? Will you follow a policy of exerting increasing pressure upon them to carry out your suggestions? Will you seek to prove to them that this plan will work to mutual advantage—that such reports (for example) will show the central office ways in which it can be of greater assistance?

Discourtesy

Executive Conduct.—If the discourtesy of the employee is directed toward you, first take care to see whether it is not due to a previous discourtesy on your part. Discourtesy to a superior officer is an uncommon happening, and when it occurs it is often the result of the employee's attitude that "he handled me rough, so I'll handle him the same way."

A man with the natural qualifications of an executive rarely faces discourtesy from employees except from this cause. Should it occur otherwise, it is best to overlook the first instance. If repeated, a private conversation with the employee indicating that his offense is disregarded entirely from a personal basis, but that the executive office cannot properly function in such an atmosphere, should effect a remedy. The discourtesy of employees to customers or to other employees requires different treatment. This defect often appears in employees of relatively low intelligence who are somewhat egotistical and delight in "lording it" over their associates. This can often be overcome through the setting of the proper example. Employees are quick to imitate you in such characteristics. Discourtesy of this sort may often result from overtaxing the nervous resources of employees to the point of a chronic irritability. The only cure in such a case lies in a lightening of the work or replacement by another employee of greater capacity.

Q. Assume that you have charge of a group of sales girls in a department store. You receive complaints to the effect that one of the girls is discourteous to customers. Whenever she is under your surveillance her attitude is excellent, and you do not wish to spy upon her work nor do you wish to bring the matter to the attention of the other girls in the group. How would you approach this problem, with the aim of correcting the fault without the necessity of discharging the employee?

Should you place especially courteous employees adjacent to her, that she may tend to imitate them? Would you talk to her, explaining that a complaint may not be just but it at least indicates a misunderstanding of attitude by the customer—which may require a more convincing form of courtesy? Compare the employment of test-shoppers in merchandising, with inspectors in manufacturing.

Disloyalty

Executive Conduct.—Take care in defining this term. Divergent opinions on the part of employees regarding policies or methods are not an evidence of disloyalty. While the voicing of these opinions broadcast is a disloyal act, it is not always understood as such by the employees. Disloyalty may be clearly shown only by a definitely subversive act. If the employee antagonism is the result of misunderstanding, it should not be cause for discharge. If such disloyalty springs from an active enmity, safeguard your position from such attacks by acting decisively in the removal of the dangerous element.

Q. You learn that one of your employees is continually criticising existing policies and methods. The attitude of the employee to you is always cooperative and his work is moderately well done. The employee seems, however, to take delight in talking with other employees out of hours and telling them at great length how he would run the business. What should you do if anything, to eliminate this form of criticism?

How might the presence of such criticism be explained? By egotistic tendency showing itself in conversation with other employees? If so, does such criticism do material harm? Why? By lack of proper channels for suggestion drainage? If so, who is at fault? Would you be inclined

to favor or deprecate the probability that this employee had executive possibilities? Why?

Prejudice

Executive Conduct.—Do not interpret prejudice as a form of antagonism. It is an unfortunate quality in mentalities of limited ability and background. In younger persons, prejudice is usually coupled with low intelligence. In older people, its presence may foretell the cessation of constructive thinking. While prejudice is sometimes the offspring of opinionative stubbornness, it usually in reflects a lack of intellectual power. Therefore, in dealing with prejudice you must patiently reiterate your ideas until they are absorbed, or good reason for their rejection given. Often prejudice can be overcome only through actual demonstration of the idea. Do not take offense if forced to this extreme, but view such a difficulty as a challenger to your skill as an educator.

Q. An executive proposes a new plan of operation to one of his employees. The employee, who is a conscientious worker and a man of many years' service, objects strenuously to the change, prophesying many difficulties if it is put into effect. The concrete objections which he raises, while numerous, are of little importance. He is evidently sincere in his attitude and is much disturbed over the prospect of the change. How should the executive proceed so that the new method may be given a fair trial and the morale of the employee maintained as well?

Should he aim to win agreement through continued discussion? Through fear of penalty? Through show of

irritation? Through visual proof of effectiveness of new plan? Through personal acceptance of all blame in case of failure? Through personal appeal to the loyalty of the employee in conducting the test operation?

Conceit.—This is one of the lesser vices. It often overbalances its unpleasantness by providing a self-incentive to the individual to make good his estimate of himself. If it becomes intolerable, it is sometimes difficult to save the employee for the company. Conceit is distinguished from boastfulness in that conceit is a sincere though magnified opinion of one's own abilities, whereas boastfulness is often deliberate exaggeration. In either case, the executive's procedure is the same.

Executive Conduct.—Never challenge an employee's opinion of himself until you have incontrovertible facts to support you attitude. Give him a fair chance to prove his claims, but see that he can have no excuses for failure. The boaster is usually very clever in finding plausible excuses for his inability to produce results. Sometimes unusual physical resources are found coupled with a low intelligence, and the employee delights in telling others how easy the job is for him and how early in the day he can complete his work. In such a case do not hesitate to agree that the employee has unusual capabilities, but see that he is given enough additional work so that his daily effort is equal to the other employees less favored by nature. For the additional work, additional wage should, of course, be given, but you should tell the employee that you expect more work from him than from the others.

A common instance of conceit which executives find very annoying is found in the employee who believes that "the company cannot get along without me." Here again there is no value in opinionative controversy. The only cure is to be found in the test. An effective antidote for this attitide is an unexpected vacation with pay. If, upon return, the employee finds his job running better than before, he is usually cured. If this method is found too expensive, it may be approximated by finding excuse to transfer the employee to other work for a temporary period.

Q. One of your employees, a young man of limited experience and undeveloped personality, comes to you and says, "I thought you would be interested to know that I am taking a night school course in business methods, and whenever you have any hard problems to work out, I'll be glad to help you." Outline a method whereby you will give him a sense of the importance of practical experience and maturity of thought and action and still not discourage his creditable efforts to improve himself.

Do business problems have to do with the past, the present or the future? If a present difficulty is to be overcome, does not the problem include means for its future avoidance? When problems deal with the future, what must be a characteristic of judgment? If imagination must be constructed out of bits of experience, how only can business judgment be acquired? Are there also intangible and unmeasurable factors in business problems which require the judgment of experience in their evaluation?

Discussion.—What is your response to the following comments?

(a) A man of real executive talent never faces open opposition from individual employees for they are intuitively aware of their inability to succeed.

Is opposition to an executive always directed at him, or may it be directed through him, at the company? Do you favor a quality of executive technique which founds its prestige upon superior power? Has such a man real executive talent?

(b) The best way to overcome covert opposition is to beat your enemies at their own game and prove your right to leadership.

Should an executive play the employee's game or the company's game? What are the rules of the game that wins in the long run? Should an executive have to prove his right to leadership or should it be self-evident? Do employees judge the right to leadership from executive attitude or executive acts? Is not the attitude productive of the act? Is the attitude here recommended, one of leadership?

(c) A man is only sullen when he dares to be. Sullenness doesn't appear when competent executives are about.

What is the cause of sullenness? Is the presence of emotional discomfort desirable, even though it is masked by civility under pressure of fear? When emotional discomfort is evidenced, is there not more opportunity for its removal than when it is concealed? Does the presence of emotional discomfort tend to reduce output? If output is not decreased, does it not tend to increase the human cost of output?

(d) Never argue with a stubborn man. Action is the only language to which he will listen.

Is there not a preventive method that is more effective? If an employee is known to be tempermentally stubborn, how would you attempt to reduce the tendency before

giving opportunity for it to appear? What may be the basis for stubbornness? A sense of inferiority? A lack of understanding? A personal animosity?

(e) No man is discourteous by accident. Therefore, nothing is to be gained by overlooking the first offense.

When an executive overlooks an employee discourtesy, what may be the employee's inference? Should the executive give the impression of overlooking or should be evidently view the act as unworthy of consideration? Need this attitude necessarily be an antagonistic one? May a discourtesy be "overlooked" in such a way that it will not tend to be repeated?

(f) A man whose loyalty to me is not sufficient to prevent him from outwardly criticizing my conduct, is not a suitable member of my organization.

Is it the employee's responsibility to be loyal, or the executive's responsibility to develop employee loyalty? Is outward criticism of method always interpreted as disloyalty by employees? Does a critical attitude toward executive method always infer a similar attitude toward the work or toward the company?

(g) An executive loses standing who wastes time with a prejudiced man. Employees will laught at any boss who tries to convince a fool.

Are fools always difficult to convince? Are there other avenues to conviction than that of argument? Does an executive lose prestige by showing patience with an employee weakness?

(h) Conceit may be effectively removed by continued criticism of minor errors in the presence of other employees.

Is a show of superiority sometimes attempted to overcome a sense of inferiority? Would the proposed technique be desirable in such a case? Should any curative method be essentially destructive?

CHAPTER VII

DIFFICULTIES WITH SUBORDINATES

(Continued)

Dishonesty.—If we agree that the ability to distinguish right from wrong is proportional to the intelligence of the individual, it is clear that the dishonest employee may be placed in one of two classes: either he is *immoral*, that is to say, his act is wilful and actuated by a subverted character, or he is *unmoral*, in that he does not realize the degree or consequences of his transgression. The latter quality may also evidence a weak moral stamina easily overpowered by temptation.

Executive Conduct.—With the wilfully dishonest, action must be prompt, decisive, and impersonal with every regard to one's duty in the protection of the organization and society.

The case of the moral weakling or the employee of low intelligence must be dealt with differently. For example, if you question an employee of the latter class regarding an alleged misdemeanor, you may easily frighten him into lying. Such an act of dishonesty cannot rightfully be charged entirely against the employee. Likewise, if you, through lax system or carelessness, leave temptation before the moral weakling, you should shoulder a share of the blame if the employee yields to dishonesty. Even

as the industry which presents physical hazards to its employees is held liable in case of accident, so the organization which presents moral hazards should be held partially accountable. The treatment of such cases must be constructive and remedial. The employee should be saved for society if possible, and, in many instances, the single experience of dishonesty provides the strongest type of incentive against repetition.

Q. You are acting as superintendent of a factory and have several foremen reporting to you. Each foreman has been required to make up and submit his weekly payroll as part of his regular duties. The paymaster reports to you that he has evidence that one of your oldest and most trusted foremen has been taking money from the payroll by allowing employees to take vacations and continuing their wages, taking the funds himself and forging the pay receipts. The foreman is a man well respected in the community, always loyal to the concern and his work has been thoroughly satisfactory. How would you handle this case?

What sort of a payroll system would allow this to take place? Would the uses to which the money was put, influence your decision? Supposing that the money could be returned at once, would you favor allowing the executive to retain his position with an alteration in payroll methods? Would you favor asking for his resignation? Would you remove him from executive responsibilities?

Q. You have placed an employee in charge of the collection, assortment and sale of waste metal and scrap produced in your department. Each week, the employee brings you the cash from his sales to scrap dealers. The accountant advises you that

this procedure is loose, that the employee should have the scrap taken from the department, weighed and reported by an inspector, that running inventories should be maintained of the assorted scrap and that the weight and type of the scrap sold should also be reported, so that an accounting of the material will be possible. The employee objects, says he is no bookkeeper, considers this attitude an attack upon his honesty and states that he will not be a party to such a system. His work up to date has been very satisfactory and you have no reason to believe that he is dishonest. What is the right thing to do and how would you go about it?

Is this procedure an attack upon his honesty or a means of protecting it against false accusations? Does not the principle of accountability to stockholders require the maintaining of proper records involving the use of their money? Have you the right to allow their money to be used in this way?

Q. You have charge of a hundred laborers of a relatively low-grade type. One of them reports to you that, on the day before, his watch was stolen from his clothes in the locker room. The watch belonged to his father and has a considerable sentimental value. He asks you to call all the laborers together and tell them that his watch was lost in the coat room and that on the following day you are going to ask each of them to go alone into the coat room and hunt for it. If it is not found you will call in the police. The employee says that the others will know what you mean and he believes the watch will be returned. Obviously the thief cannot be detected by this method. Consider the ethics of this plan in the light of your responsibility to the

employee, the organization, and to society, as well as the probability of success in regaining the watch by this method in comparison with others.

Should you do anything? Should not the employee suffer for his own carelessness? Is it necessary to catch the thief—in such a group of employees, is it not likely that their may be several such characters in the group at all times? Would you favor the use of the proposed plan with threat of detectives if the watch is not forthcoming? Would such a plan render later work of detectives ineffectual?

Immorality.—This problem confronts the executive when he has men assisting him as subordinate executives who are accused of immorality with women employees, and when the morale of a group of women employees is affected by the employment of a girl whose moral standards are known to be low.

Executive Conduct.—Approach matters of this sort with the greatest care, for a mistake may irreparably injure a reputation. Remember that employees who seek revenge upon other employees or who wish to oust unpopular executives often spread rumors of this sort in order to bring about the desired disgrace. In the case of the subordinate assistant who has been accused, you can only lay the situation frankly before him, if you feel that there are sufficient grounds. If he admits guilt, dismissal is the only alternative. This should be done quietly and any further discussion of the matter frowned upon.

In the second case, it is obvious that the original error lay in the employment of a girl of this type. Nevertheless, remember that the maintenance of

morale is of dominant importance to the success of your department. Give the girl every reasonable opportunity to obtain a position elsewhere without a loss of wage and consider such expense chargeable to errors in employment.

Q. You have received an anonymous letter, implicating one of your assistants and suggesting that you investigate his whereabouts on a certain evening. This assistant is a young man of considerable promise. His work has been excellent and he has appeared to be a person of moral stamina. He has always been frank and straightforward in his dealings with you. What steps, if any, should you take in this matter?

Would you turn the letter over to your assistant? Would you attempt to trace the sender? Would you investigate your assistant's moral record? Would you disregard the matter entirely? Supposing that you later received another similar letter, would you continue to disregard the matter?

Uncertainty, Worry, and Fear.—The consideration of fear as an executive weapon is discussed in Chapter IV. Fear of worry is often occasioned by the presence of uncertainty; and it is an executive rule of conduct that uncertainties of all sorts should be reduced to a minimum. An employee who has requested a transfer, an increase in wage, or a cash advance against his accrued earnings should be given a definite answer as quickly as possible. Rumors are often very harmful to morale because of the uncertainty and consequent worry which they may bring. The best way to strip a rumor of its strength is to acquaint the employees with the facts

before a rumor has opportunity to spread. In a period of poor business, for example, it is far better for a concern to formulate a policy in regard to retrenchment in wages or in employment and to publish it, than to allow things to drift along, leaving the employees in doubt.

There are also cases of intimidation among employees which offer difficulties, as their presence is hard to discover.

Executive Conduct.—It is usually impossible to reassure the employee who has been intimidated. Often the case is one in which the employee has been threatened with ill treatment if he allows his production to exceed a stated amount. Do not urge the employee to place himself in personal hazard, but proceed against the alleged intimidators as outlined in the procedure covering Covert Opposition.

There are instances in which the employee has an unfounded fear of the hazards of the machinery or of the process. Fear of this sort is founded upon mystery. Do not assail the employee for his attitude, but see that he thoroughly understands the machinery or process. The safeguards which have been erected should be examined. Fear is an emotion and should be conquered through the use of the mind, and you should approach this problem as outlined at the beginning of this chapter.

Q. An accident has occurred in your department. The employee has been removed but the extent of the injury has not been determined. You learn that the accident was a very serious one. Is it advisable to relieve the uncertainty among the employees by

giving them the doctor's report immediately or would it be advisable to wait until the following morning when the employees are in a less excited condition?

Would you post a notice, or would you inform only those employees who were adjacent to the workplace? Would the cause of the accident affect your decision? Are employees interested in the nature or seriousness of the accident or in the resulting condition of the employee? Could not the latter be better determined on the following day? Should the employees be immediately informed of the exact nature of the accident?

Grief

Executive Conduct.—Grief is an emotion that flourishes on solitude. Some one has said that "Grief is halved when told to another." Be receptive to those who are afflicted, and be sincere in your sympathy. The fact that the boss seems to care is of greatest comfort. Find work for the employee in close proximity to others. The most effective technique consists in turning the mind and will toward something constructive. Work is a great enemy of sorrow.

Q. Word has come to you by telephone that the daughter of one of the women working in your organization has been injured, and is at her home two miles away. The mother is of a very excitable nature. How would you handle this situation so as to give the mother the greatest cooperation and minimize any possible disturbance in the department?

When would you inform her? After means for her quick transportation home had been obtained? Where should she be informed? At the workplace? In the executives'

office? Outside of the department? Who should inform her? A matron who would ride home with her?

Irresponsibility

Executive Conduct.—It should be remembered that a sense of responsibility is rarely an inborn virtue. It is something to be cultivated. Your conduct should therefore vary with the amount of opportunity that the employee has had to develop the right feeling. Irresponsibility in a young man, for example, calls for educational measures, while irresponsibility in an older employee calls for the pressure of discipline. Often the error lies, in large part, with you for failing to define the responsibilities of the employee. This should be the first point for investigation. In training an employee to a sense of responsibility, it should be remembered that your problem is one of developing a true appreciation of the importance of the task. Once this appreciation is gained by the employee, his further progress depends upon character. If he is well-meaning he will shoulder his load. If his viewpoint of life is superficial he will tend to repeat his old errors.

Q. Is it logical that a young unmarried man will tend to treat more lightly the responsibilities of his job than a man of similar age who has a family? If so, would the increased necessity of keeping his job be a reason? Would this be the only reason?

Does family life tend to develop a sense of responsibility?

Q. You have a young man in your office doing clerical work. He has been instructed to lock the door upon leaving at night. You find he has neglected

to do this on several occasions. You are considering two plans: the first, to tell him that the next time you return to your office in the morning and find the door unlocked he will be automatically dismissed. The second is that you advise him to put the office key in his hat when entering the office so that he will be automatically reminded of its use when leaving. Which of these plans is the better *in principle?* Can you think of an improvement over either?

Can habits be developed overnight, even under pressure of fear of discharge? Is the act of locking the door entirely to be considered one of habit? Does placing the key in the hat tend to strengthen a sense of responsibility, or merely provide a safeguard against failure? Supposing that you told the clerk that the night-watchman had been instructed to test the door and keep a record of condition, would this be a better method in point of principle? Why?

Unreliability

Executive Conduct.—This arises from a variety of causes. When due to occasional dissipations on the part of the employee, warn him that, in justice to the work, it cannot continue. Ultimatums are not considered wise by the best executives, for improvement may be gradual, showing itself through greater intervals between instances of failure. Your task is to make a deep impression upon the mind of the employee. The fear of losing a job often offers a much smaller incentive for right living to such an employee than the hazard of losing the friendship of a superior officer whom he respects and admires.

If poor health is the cause of unreliability, cooperate with the employee in facing the facts. If his condition cannot be remedied, a transfer to work

of lesser importance should be considered rather than termination of employment. If the condition can be remedied, exercise your personal influence to see that the employee adopts constructive measures, for often he has not the will-power to carry out the requirements of a cure.

Family difficulties often are the cause of worries which materially reduce employee effectiveness. Particularly is this true of work requiring concentration or unusual attentiveness. Acquaint the employee with his growing ineffectiveness before the situation becomes serious, giving him to understand that your attitude is not critical or meddlesome, but that the demands of the organization upon executives and employees alike cannot excuse a lowering of productiveness.

Q. One of your employees has been appointed captain of the factory baseball team. The amount of time and thought he is giving to this responsibility is seriously affecting his value during working hours. In determining the proper allocation of his time, what factors should you consider?

Will this condition be permanent or temporary? Is the manager of the team doing his share of the work? Will it assist your organization to have a successful baseball team? Why? Should such success demand sacrifice in operating effectiveness of employees? Should the captain be asked to carry on all activities out of hours?

Dullness

Executive Conduct.—Never criticise an employee for being habitually dull or stupid. These characteristics are the result of a low level of intelligence. Decide whether the intelligence level is sufficiently

high to accomplish the work demanded by the particular job. If so, be patient with the employee and do not force new ideas upon him faster than they can be absorbed. There is no value in attempting to frighten him into more rapid thinking or understanding, for the presence of fear simply lends more confusion to his mind. Once you are assured that you have the employee's complete attention, be satisfied with whatever rate of absorption he manifests. Such individuals find it hard to think, and do as little of it as possible. Encourage rather than threaten.

Q. You are finding difficulty in giving instructions to one of your employees. When you ask the employee if he understands you, he says, "Yes," but later he may do something entirely different. He appears to be well-meaning but is slow and probably stupid. How should you make sure that you are thoroughly understood?

Ask him to repeat instructions? Give instructions in writing as well as orally? Supervise initial operations? Instruct through performance as well as description? In testing an employee's understanding, is it effective to say, "Do you understand?"—if not, what would you say?

Lack of Perseverance

Executive Conduct.—This is a very common failing among employees, particularly in the case of work in which the evidence of accomplishment or its reward is some distance in the future. It is often one of the prime tasks of the executive to supply the needed perseverance and to call upon different forms of incentive to keep the enployees working satisfactorily. There are many instances where the

presence of a never-failing supply of this element in the executive has carried a project through great difficulties to success. You can lighten the employee's burden considerably if you develop the habit of accomplishment in your men. If you insist upon their accomplishing the little things which they set out to do, you will find it of great help when more lengthy tasks are undertaken. One successful executive constantly emphasizes the importance of doing a "finished job." This is an example of the proper technique.

Q. You have charge of a group of bond salesmen, and experience has taught you that the sales of a given week are in large measure the result of previous cultivation of the client extending over a period of four months or more. How will you set about to keep the new salesman encouraged to carry on his work effectively until the first four months are past, and to continue thereafter to spend a portion of his time developing future clients?

Should you interpret initial results in terms of number of calls made, percentage of total time spent in actual interviews, etc. rather than in terms of sales?

Lack of Initiative.—The executive desires initiative of thought in his employees for the same reason that the administrator or chief executive desires initiative of thought in his subordinates. It is probable that the presence of initiative is largely an inborn trait evolving from a surplus of energy which the individual finds at hand after he has accomplished his normal tasks. Nevertheless, it is not uncommon for executives to stifle whatever initi-

ative of thought is available through not clearly understanding its significance in organization.

Executive Conduct.—You should not desire initiative of action on the part of your employees. Action must be coordinate and must be initiated by the administrators and executives. Constructive thinking, on the other hand, should be welcomed from every employee. When these sources are properly tapped, a large additional thinking power is often made available to the organization and great benefit results. The executive who publishes the fact that he will sincerely welcome and value such expression of initiative from the employees is adopting the proper procedure. The use of suggestion systems and shop committee organizations are a means to this end.

Q. Is the prestige of an executive lowered in the eyes of his superior officer if he is continually receiving valuable suggestions from his employees? Should he not be expected, as a good executive, to do all of the constructive thinking necessary for the improvement of his department?

If management is properly defined as the conscious direction of forces, is management confined solely to executives? To what extent do employees manage? Do greatest advances through industrial thought come as the result of individual or group thinking? Is the point of origin of an idea of as much significance as the care with which it is surveyed and the breadth of experience and judgment by which it is measured?

Q. You have told your employees that they should show initiative in studying the problems of their job, and you find that you are constantly impor-

tuned by one employee who brings you a stream of suggestions. They are largely visionary and impractical and are not well thought out. He gives so much time to the development of new ideas that his regular work is suffering. How can you set him right without giving the impression that you are insincere in your attitude toward the employees?

What is the distinction between good and bad ideas? How would you test the practicality of an idea? What do you mean by "thinking out" an idea? Supposing that his ideas were very good, but regular work suffered, what would you do? What other requisites besides imagination, are necessary for the production of valuable suggestions?

Religious Difficulties.—The executive will find that troubles which have their origin outside of the workplace will often affect the spirit of the organization. In some cases the feeling of animosity between individuals or groups of employees is seriously affected. It is not uncommon to find employees of differing religious faiths showing such active antipathy toward each other that the cooperation and coordination of the organization is injured.

Executive Conduct.—There is no hope of eliminating this trouble by a discussion of religious creeds. Make it evident that such differences in belief should not be used as a basis of shop dissension. Concentrate the employees' attention and interest upon their work and draw their minds away from religious differences. Indicate by your attitude of impartiality to employees of all beliefs that your are openminded and feel that any religious belief is better than none at all.

Q. You receive a request from a group of women employees of the same religious belief. They ask that their workplaces be arranged adjacent to one another, as they believe they will enjoy their work better under these conditions. They are not in the majority in the department and have been industrious and cooperative in the past. How would you handle this situation?

In what ways might such an arrangement cause unpleasantness from which the group might suffer?

Differences Due to Nationality.—The differences in customs and modes of living found in peoples of different nationalities who have been in this country but a short time are so great that an executive cannot expect any great homogeneity. One investigation in an industrial establishment showed that the labor turnover in the dominating nationality was much lower than the turnover in other nationalities.

Executive Conduct.—Unless it is possible so to intermingle nationalities that no one can assume importance in numbers in any department, it would seem wise to select the people of most favorable racial characteristics for a certain type of work and favor them for use in a given department, varying the dominating nationalities in the different departments of the organization. There is little doubt but that this policy will lessen friction between employees, and decrease labor turnover.

Q. Do you think that the method proposed violates the principles of Americanism in industry?

To what extent do the first generation of immigrants seem to respond to Americanization influences? The second generation?

Q. Can you think of any disadvantages in this plan?

Is there danger of too much power through unusual group unity? Would racial antagonisms with other groups of employees tend to be increased through these segregations?

Social Differences.—There are a number of fraternal orders of a social and beneficient nature which are popular among employees. The men in an industrial organization who meet each other regularly in the lodge room find freer opportunities for discussion of shop matters than is afforded other employees. Such groups are often able to exert considerable influence in forming employee opinion. Often their power is grossly exaggerated in the minds of the other employees, who attribute them with a vast amount of underground machinations.

Executive Conduct.—Remember that no reputable fraternal order of a social nature would knowingly allow the significance of its membership to be misused in influencing shop opinion. Let your employees know that you are aware of their fraternal relationship, that you respect and admire them for their desire to broaden their interests through these channels. Make it clear that you rely upon them not to degrade their organization through the misuse of the relationships with other employees which it has made possible. If you find that such misuse has occurred, have no hesitancy in approaching the head of the organization and enlisting his cooperation in remedial measures.

Q. You find upon taking charge of a group of employees that a large number of them are members of a fraternal organization of which you are also a member. Should you make any use of this point of outside contact to strengthen your control over your employees?

Do you think it would be desirable to attend organization meetings, in the interests of executive prestige? Is there danger that employees may expect favored treatment because of these affiliations? How would you prevent the spread of such a surmise?

Family Differences.—If the members of a family and other relatives are employed in the same department, it sometimes happens that family difficulties later develop which create undesirable feeling among these and other employees. Some executives guard against this possibility by refusing to employ relatives or members of workman's families in the same group. One executive followed the opposite policy advantageously by telling the related members that the entire group would be judged by the conduct of any individual in it. If dissension broke out among them, or if any one of them proved non-cooperative, the entire group would be dismissed. As he employed a class of labor in which family bonds were very strong, this method proved effective.

Executive Conduct.—In cases where animosities between related employees occur, do not hesitate to discuss the matter with them. Refrain from any interest in the cause or justification of the feeling between the employees, but remind them that it must not be allowed to interfere with the work. If

the condition does not improve, you face the necessity of dismissing both employees.

Q. You are acting as a management engineer in a small plant. The owner has gone away for a month's vacation and left you in charge. One of the younger workmen in the organization has recently been advanced to the position of foreman. In his department are many workmen older than he, one of whom has a boy employed there also. You arrive at the plant one morning to find this particular department in an excited condition. The bookkeeper tells you the happening from hearsay. The foreman gave the boy an order. The boy refused to carry it out. The foreman told the boy to report to the office for his money. The boy refused, so the foreman took him by the arm and marched him out of the department to the office, where he was paid off. The boy then left the plant. The foreman returned to the department and was confronted by the boy's father, who denounced his actions as tyrannical, said he was unfit for his job, that many older men in the department were more deserving, and that he (the father) was going to see justice done. The foreman made no response, and the father returned to his work. Both the father and the foreman have been popular employees. The bookkeeper says that everyone is "worked up about it," that opinions are evenly divided in favor of the father and the foreman, that every one is waiting to hear what you are going to do about it and that he (the bookkeeper) thinks you had better do something at once in order to avoid further trouble. Analyze this situation carefully and outline your procedure

to the end that morale is re-established in the department.

What influences are affecting the father in his attitude? Would you call the father, son and foreman together and get the facts? The father and foreman? The foreman? What would you say to the father about the responsibilities of the foreman? How does the foreman earn his salary? Would you talk with the father alone, after conference with him and the foreman? If so, what would you say to him?

Difficulties Due to Wages.—Where a wage system which rewards the employees proportionately to their productive worth is in operation, executive difficulties are much less than in those cases where the decision as to wage rate must rest upon executive judgment. A common difficulty occurs when the executive is approached for a raise which is manifestly deserved but which may be impossible because of a general policy of denying all increases in payroll during a period of business adversity. The executive is prone to pass the blame to his superior officers, saying that he advocated the raise but could not get it approved. This is poor organization procedure. The executive should present the viewpoint of the company to the employee and face the issue squarely with him.

Executive Conduct.—In all cases where pay increases require the approval of superior officers, be very careful not to arouse false hopes in the mind of the employee. In the case of the deserving employee requesting an increase, tell him that his request will be considered and that he will receive his answer within a stated time. Then approach

your superior officer for approval and, at the stated time, give the employee his answer. If you do not follow this plan, but tell the employee that you favor the increase and will apply for it, experience has shown that the employee will assume that the increase will take place and will further assert that it should date as of the day upon which you favored the idea.

When undeserving employees apply for wage increases, do not summarily dismiss their requests unless you are armed with incontrovertible facts. This occasion offers you a chance to show the employee exactly why he is not progressing. Such executive action is apt to be constructive and lead to improvement, while arbitrary denial merely arouses feelings and lowers morale, however justified it may be.

It should be remembered that the employee is often concerned more with the relation of his wage to that of others than with the exact sum which he is receiving. The fact that some one else, apparently less deserving than he, is receiving a large wage, arouses his sense of injustice. Therefore, study the "wage fabric" of your employees and see that their relationship correctly reflects their variations in skill and effort.

Employees are very quick to resent the employment of new workers at a starting wage in excess of that which is paid the older employee for the same work. This condition is obviously unfair but may occur at a period when wage levels are fluctuating greatly and the executive has not been active

in keeping the departmental rates in tune with outside requirements. If the executive does not increase his rates throughout his department, he should not advance his starting rates for new employees, even if this means that he must forego further employment.

Employees often feel that their wages should be increased as a result of length of service. While length of service is usually entitled to a reward, it should not become a part of the wage but should be given separately and evidently in return for loyalty rather than for productive value. Nevertheless, it is true that an employee's wage should show a tendency to increase as his service lengthens, for logically he should be increasing his productive value to the organization. Employees who have remained on the same job for a considerable time and have not been found worthy of increase above the starting wage are not desirable members of the organization.

Difficulties caused by a poorly designed wage system may confront you. No attempt can be made here to discuss the subject of wage systems other than to indicate the qualifications of a satisfactory method, so that you may examine the system and compare it with standard requirements. The ten elements of a satisfactory wage plan as developed by Miller, Franklin, Basset & Co., of NewYork, are as follows:

1. A plan of wage incentive must be accepted by both employer and employee as the fairest under the circumstances.

2. It must be based on fair and agreed-upon standards of production.

3. It must be so simple that both workers and employers can figure it out for themselves without expert aid.

4. It must provide for an increase in reward at least proportional to increased effort and thought expended in realized production.

5. It should recognize that the mere attendance of a worker ready to work is worth a wage. The management must pay interest upon idle machinery: by analogy it must pay for those human beings that it requires to be present but for whom it does not provide work.

6. It must safeguard both the employer and the workman against unfair rates or conditions.

7. The incentive is largely weakened when payment is deferred. Therefore the reward must quickly follow the effort.

8. To the extent that the reward is for individual effort it should be paid for individual effort. The real efficiency of an individual depends upon the extent of the cooperation he gives to and receives from others; but to the greatest degree possible his personal regard should be responsive solely to his individual effort.

9. The incentive should not be such as to stimulate an abnormal effort, for an abnormal effort must, by the law of nature, be succeeded by a subnormal effort, and thus the ends of production are not furthered. It is not necessary to have recourse to the so-called humanitarian arguments to demonstrate the futility of spasmodic, abnormal effort.

10. Any plan adopted should include the maximum number of elements that have been successfully demonstrated in practice.

Q. You have recently been appointed executive in charge of a department in which the employees

are engaged in day work. Within the first few days, you receive numerous requests for wage increases. The first employees who approach you are found to be chronic trouble-makers and it appears that they have urged the others to make like advances. How would you handle this situation?

What is the motive behind these requests? Would you definitely refuse to consider them at this time? Would you deal somewhat sternly with the situation or would you find humor in the coincidence in requests? Would you offer any reason for delaying consideration of requests and if so, what? Assuming that you have been able to avoid an immediate issue, what would be your next step?

The Agitator.—The success of a labor agitator in arousing discontent within an organization is always built upon the failure of the executive as a real leader. When executives do their work properly, they need have no fear of the agitator. The employees will attend to him.

Executive Conduct.—It is part of your responsibility to administer preventive treatment for the poisons which the agitator introduces. Employees should be properly inoculated against radicalism and the subversive forms of socialism, so that when they listen to the soap-box orator they can quickly catch the error in his argument. There are a number of books which present the truths of economics in a simplified form which you may utilize in dealing with that subject with employees. The spread of radical doctrines is much easier to combat through preventive measures than in any other way.

Q. One of your employees informs you that literature of a radical nature is being distributed among your

employees and that there seems to be a definite attempt under way to stir them up to the point of striking. How would you proceed in such a situation?

How should you have proceeded to prevent the occurrence of such a situation? Could you have prevented it? Under what conditions will the employees meet it in proper fashion? In the present case, would you advise circulating oppositional literature? Would you advise addressing the employees as a group? Would you advise the retaining of outside services to address employees in the soap-box orator style?

Discussion.—What is your response to the following comments?

(a) It is a difficult matter to determine the unmoral or immoral quality of a dishonest act and such decisions are best left to courts of justice.

Is it so difficult to determine the presence of management's failure to provide normal safeguards against the possibility of dishonest acts? If they are present, would you favor a liberal or conservative policy in estimating their influence? Why? In the presence of dishonesty, why should you feel obligated to do anything? Does the answer to the preceding question clarify the problem of what should be done?

(b) If an employee hasn't sufficient courage to withstand intimidation from other employees, he is not the type that I care to retain.

Are you buying courage or operating proficiency in your organization? Is courage an important element in operating proficiency in industry? Is not the intimidation in reality an act directed against the management, rather than the employee? Should the non-partizan employee be made to suffer under these conditions? Is the presence of employee intimidation indicative of previous errors in management-employee relationships?

(c) The surest way to cure a man of irresponsibility is to let him suffer full penalty. Experience is the best teacher.

Who will provide a just measure for the exact amount of the full penalty? Is experience always the fastest teacher? The cheapest? Are penalties always forces for progress? Should a sense of responsibility be built upon a foundation of penalties?

(d) Attempts to reform unreliable employees are commendable, but their shortcomings may cause the executive to lose his job during the process.

If unreliable employees show promise of improvement and seem worth saving, cannot temporary safeguards be thrown about their work which will prevent errors from escaping unnoticed? What would indicate that unreliability is curable?

(e) Most dull people are too lazy to think, and the greater the patience, the lazier they become.

Is it true that indolence is usually found with dullness? Do not people, in general, dislike to do those things for which their capacities do not fit them? Is the use of patience justified except in the presence of improvement?

(f) I arrange to have employees of different nationalities and religions work together. The less they have in common, the less talking they will do.

Is it necessary to make use of such a method in order to have the necessary attention given the work? If the job is made interesting enough, can it not successfully compete for attention? What more legitimate reason may be given for the intermixing of employees of different race or religion?

(g) I have little trouble with wages. When a man objects to his piece-rate I study the job and usually find some way to re-arrange the work and reduce

rather than raise the rate. The men know this now and bring me no more complaints.

Has he eliminated trouble with wages, or merely insulated himself from it? Is it necessarily a permanent insulation? What is the proper procedure to follow when an employee objects to a piece-rate?

CHAPTER VIII

DIFFICULTIES WITH SUPERIORS AND ASSOCIATES

We have seen that the executive is chiefly concerned with the organization of employee will, and we have also seen that the administrator must obtain a like cooperation from his executives. It is clear that group action thus developed among executives may require of them personal adjustments and possible sacrifices. This exacts a degree of unselfishness and an ability to keep the prime objective of the entire organization clearly in sight. Organization does not call for habitual unthinking obedience. The best organization is composed of individuals of *common purpose.* Assuming a common purpose, there may be many ways to its accomplishment. One must be chosen and adhered to by all. Hence the need of an administrator who will decide, and executives who will work as one with him along the paths of his choice. Orders must be carried out. One able student of management has said:

If your boss asks you to do something with which you do not agree in the matter of method or policy, do it three times as energetically as ordinarily. If you are right, the error will be evident three times as quickly as

otherwise. If you are wrong, you have learned your error at no cost to yourself.

Disagreement with Orders

Executive Conduct.—You may ask the privilege of voicing objections to orders issued by your chief with the understanding that you wish them answered in order that you may learn. But make it clear that your attitude will in no measure affect your willingness and alacrity in following instructions. Remember that your chief may not be in a position to state all of his reasons for demanding certain action. He expects your confidence in him and his judgment to be sufficient reason for obedience. This is a measure of loyalty.

Q. How do you distinguish between a discussion and an argument? Which do you consider the better in developing the true picture of a situation?

Do you hesitate to discuss a difference of opinion with another? If you were certain that the discussion would not become an argument, would your attitude be changed? How can you influence the trend of a discussion so that it will not become an argument? Do differences of opinion offer an avenue or an obstacle to human progress?

Q. You receive an order from your chief which violates certain ethical principles which you uphold. Should you confine your objections to your chief or acquaint your employees with your attitude so that if your chief does not change his order and you resign your position, you will have aroused further opposition to the order on the part of the employees?

Should you attempt to impose your ethical standards upon other employees in an organization? Should you resign or

should you continue to raise objections to your chief until policies are changed or you are discharged? Should you say nothing, follow orders and wait until you are in an executive position with sufficient power of discretion to adjust practises in accordance with your own standards?

Criticism versus Morale.—The executive may hear criticism of his chief. He may believe the criticism to be sound. His own opinion may be invited.

Executive Conduct.—If you are loyal and believe in organization you will refuse to voice your feelings. While criticism may be justified, its expression is not. Intrinsically, it may be based on truth, but its utterance will corrode morale. Elbert Hubbard said to the organization man, "Get in line or get out." If you feel that the support of your chief will demand a lowering of character standards, get out. Otherwise, your attitude should be one of full confidence and cooperation.

Q. You have received an order from your chief with which you disagree in point of method. You discuss the matter with him but he does not believe that your differing ideas are sufficient grounds for change. You issue the order to your workmen and although you have not expressed your attitude to them, they find objections similar to yours. One of the employees comes to your office and asks permission to discuss the order with you. What attitude should you take in this case? Should you refuse to discuss the matter with him? Should you present the attitude of the chief, identifying it as his? Should you strongly support the chief's position (in which you do not concur)? Should you present the chief's attitude as the "company"

attitude, with which every employee should cooperate?

Supposing the employee asks your permission to talk with your chief about the order, should you encourage or discourage him in doing so? Should you notify your chief of his coming?

Delays in Important Administrative Decisions.—Changes in administrative policies are sometimes forced upon a concern by economic conditions. The need of the change may first be felt by the executive who appeals to his chief for a decision. For example, a rapid increase in business may require overtime work or the formation of a night shift. A delay in obtaining a decision upon such matters may cause considerable annoyance.

Executive Conduct.—Whatever your uncertainty or mental discomfort, be careful to conceal your feelings from the employees. If you have laid the problem before your chief you have reached the boundaries of your authority and responsibility. Now devote yourself to maintaining your organization in the best condition possible under the circumstances until you receive further directions. Guard against repeated appeals to your chief for action. These are apt to retard, rather than hasten, decision.

Q. A neighboring organization which is employing the same type of men as you are, has recently increased wages fifteen per cent. This increase has caused considerable feeling between the administrators of the two plants and your organization has not duplicated the increase. Some of your best employees resign and obtain employment in the competing plant. Your production schedule

suffers. You present the situation to your chief, the factory manager. He tells you to do the best you can until the officers of the company formulate a policy but gives you no encouragement concerning the certainty of a similar wage increase for your men. How will you interpret his instructions until you obtain definite information on the company attitude?

May there not be advantages to employment in your organization, such as continuity of employment, which you can suggest for employee consideration? Would you favor the use of a personal appeal? Would you favor threatening employees with blacklisting if they accept employment with the neighboring concern? If the present situation is temporary, will the employees want to change? If it is permanent, can your organization evade an ultimate readjustment in wage?

Delays in Administrative Action.—There are certain tasks which may be accomplished only by the chief, and which must be performed before the executive can function properly. For example, changes in the duties of associating executives are sometimes necessary. The chief is clearly the only person who can authorize such a change. He may agree that this should be made but delay unaccountably in making it.

Executive Conduct.—Remember that the element of time is a very important one in administrative action. To agree that a thing ought to be done is not to agree that it should be done at once. One must wait until the time is ripe. It rarely occurs that the time of discovery of a constructive change coincides with the moment when the change should be put into effect. Therefore, be patient. You can

gain nothing by urging the matter, for often the chief cannot explain in detail the reasons for his delay.

Lack of Access.—Executives often feel hampered by their inability to keep in close touch with their chief. They complain that the chief seems too busy, that he is not sufficiently available, that they find themselves delayed in their work.

Executive Conduct.—First determine whether you are getting as full a share of your chief's time as are other executives. If you find that you are not, probably the fault lies with you. Administrators will cut down their time allotment to you if you waste it by lengthy presentations of unimportant matters which you should decide for yourself. The chief also dislikes talking with you if you habitually preface your problem with the question, "What shall I do?" The executive who is effective in conserving his chief's time will always receive a welcome. The executive who never sees his difficulties until they demand solution finds himself running to his chief several times a day. Look ahead and analyze your difficulty before it becomes urgent; be in a position to suggest a solution, assemble the problem with others, and see your chief at a convenient time when the material which you have collected can be methodically discussed.

The writing of memoranda, while subject to misuse if overdone, can be made very valuable in conserving the chief's time. You may express yourself more clearly and concisely in this way. Often the

chief may note his answer immediately upon the memorandum and return it without the need of conference.

Q. You have been recently appointed to an executive position and have sent several memoranda to your chief. He sends for you and when you enter the office, he picks up the letters and says: "I have received these letters from you but I've been too busy to look at them. What are they all about?" You take the papers, give him a brief summary of each and find the chief to be attentive and willing to make decisions. Should you continue to send memoranda? Would he have read them had they been shorter? Would he have any reason for preferring to have you come in person to present your business?

Is it probable that the chief knows you intimately? Does the spoken word convey more than the written? Of what? Would your chief be likely to explain why he would like to see you personally? Might he later desire to have you return to the use of written memoranda? If you plan to see him personally for a time, would you discontinue the preparation of written memoranda?

Difficulties in Obtaining Wage Increases for Employees.—Under certain forms of wage systems it becomes the recurrent duty of the executive to obtain his chief's approval to wage increases for employees. The difficulty here is that the executive must ask for an increased company expenditure, which has sharp significance to his chief, in return for an increase in employee worth which may be hard to evaluate.

Executive Conduct.—Do not approach your chief on this subject until you are armed with all available

facts. Administrators hesitate to approve such requests because they fear that the employee has asked for a raise as a matter of dicker, and the executive has merely passed it along, expecting the chief to do the thinking. If the chief sees that the request has had careful thought and investigation, he will be more apt to grant it. The ideal condition is one in which such illuminating employee records are maintained concerning productivity, attendance, promptness, attitude toward work, and cooperation, that the record itself determines the justice of the request without further comment by the executive. Some executives acquaint their chiefs with the employee requests for wage increase which have been rejected. This emphasizes the fact that the executive is using discrimination and is not asking approval of all requests which come to him.

One method of reducing the number of approvals necessary consists in the preparation of a standardized employee roster indicating the standard number of employees required and the maximum and minimum wage available for each job in the list. This roster is approved by the chief and thereafter the executive is allowed to replace any terminations from the number agreed upon, and to adjust the wages of any employee between the minimum and the maximum amount, without further approval by the chief. Where the administrator finds it possible to give the executive this area of discretion, the plan works admirably.

Determination of Area of Discretion.—Every executive has a certain area of authority in which he

may act upon unusual matters without obtaining approval. This area has been spoken of as the area of discretion. In many cases its boundaries are vague and the executive is at a loss to know just how far he may rightfully go. He hesitates to ask his chief for more precise information, and the situation usually results in the executive's asking for approval in more cases than is necessary.

Executive Conduct.—If you are new to your work, your area of discretion is undetermined. The chief cannot know at once how much he may leave to you. In time, as your judgment and ability become more apparent, your chief forms more definite opinions. You may assist in determining this area in the following way: After you have suggested a decision regarding a matter of non-routine nature, have obtained the chief's approval, and have handled the matter successfully, you may conclude your final report with the question, "Do you want me to take up matters of this sort with you hereafter, or shall I go ahead on the basis of my own judgment?"

Q. A little problem has arisen in your organization which involves an interpretation of company policy. There are three possible interpretations and you have prepared an answer for each and taken the matter to your chief. He has selected the proper interpretation, and approved your solution. You then have dealt with the situation satisfactorily. In such a case would you expect him to allow you to deal with similar problems without consulting him in the future? Is company policy necessarily unchangeable? Is it the job of an

executive to interpret company policy or to act upon interpretations of company policy?

Should you attempt to formulate a preference or to concentrate solely on a comprehensive arrayal of the situation?

Determination of Scope of Authority and Responsibility.—An executive should be thoroughly informed concerning the scope of his authority and responsibilities. When he faces a situation in which his position is not clear, he fears to overreach his authority and errs in the opposite direction. This is frequently the case when the vagueness lies in an area between his authority and that of an associate executive.

Executive Conduct.—You have every right to ask for light on such a matter from your chief. Be careful, however, that your chief does not misunderstand your motive and assume that you are trying to extend your area of supervision. When the decision is forthcoming, look to your chief to advise all those who are affected. For you to do this might lead to misunderstanding and ill-will.

Q. You have recently joined an organization as storekeeper. You find that the traffic manager is held responsible for all incoming materials. The plant has a rather elaborate system of railroad sidings, and a considerable amount of the material comes in flat cars. There has been stealing of material at night. One of your employees tells you that the traffic manager has authority to place the incoming cars on different parts of the sidings but that you are held responsible for the safety of their contents and your department stands any expense

of guarding them. You find that it is requiring two nightwatchmen to guard the yard at night because the cars are widely scattered. If they were brought together only one watchman would be necessary. You have been given no information regarding your authority in this matter. How would you present this to your chief in order to gain careful consideration and yet not appear to be trying to cause trouble between yourself and the traffic manager?

Would you talk with the traffic manager first? If so, what would you say to him? Would you discuss the problem from the standpoint of departmental expense or company expense? Should you both approach your chief with a joint plan for readjustment of responsibility and resulting decrease in company expense? Assuming that your newness in the organization and the personality of the traffic manager make such a development impractical what plan would you propose?

Difficulties with Associates.—The executive often must work in conjunction with men of equal rank who report to other parts of the organization. For example, a foreman in a factory production department may have much to do with the accountant in charge of the factory cost department. Differences and difficulties may arise.

Executive Conduct.—To settle such troubles through organization paths means a complaint sent up one line of authority and a decision returned down the same channel—a time-consuming and often unsatisfactory procedure. The executive who fits in the organization, smooths out his troubles with associates by informal man-to-man talks. He gets together with the other fellow and discusses

(not argues) the matter. Then, if solution has been reached, all necessary changes in procedure are taken up with the respective chiefs and their approval requested.

Q. You are an executive in charge of a group of office employees. The office has a system of routing important letters from one executive to another, but these letters have been badly delayed in reaching you because the secretary of the executive whose name precedes yours in the route list does not despatch the letters promptly. What steps would you take to correct this delay?

Would you suggest that your secretary talk informally with the other secretary? Would it be preferable for you to talk with the other secretary? With the executive? Would you write him a note on the subject? Would you approach the difficulty through informal channels first and deal with it formally if the first approach failed, or vice versa?

Responsibility for Errors.—Employees may make errors which will bring criticism from other departments.

Executive Conduct.—It is a principle of management that criticism of a formal nature should only reach the employee from the same source as his orders, namely, through his superior officer. If there is to be criticism of your employee, you should accept full personal responsibilty before the complainant. Then you may pass the criticism on to the employee in such degree as is merited. The reason is clear. You should be personally responsible for the errors of your employees, for, if the error is due to misunderstanding, you are at fault

for inferior instructions, and if the error is due to unfitness you are at fault in your assignment.

Q. You are in charge of a group of clerical employees. During the vacation period, you find yourself facing a temporary shortage of labor and it is arranged as a favor to you that a clerk from another department shall work in your department every afternoon. The clerk will remain on the original department payroll, but one-half of this expense will be charged to you. You find that the clerk is inaccurate, which is probably due to lack of interest in the work, as it is manifestly a temporary job. Would it be advisable for you to insist upon a better grade of work from him? If so, should you talk to him or to the executive to whom he regularly reports? Is the arrangement a sound one from the organization point of view?

How could this difficulty have been avoided? By planning vacation intervals so that a temporary shortage would not occur? By careful selection of clerk to be used on half-time work? By a definite understanding as to degree of control over clerk? By establishment of more rigid supervision of his work? By arranging that records of the employee's accomplishment while in your department, form a part of the record maintained in his department?

Opposition from Other Executives.—The executive may meet with opposition from his associates. This may be covert opposition in ways which make it difficult for him to do his work, or it may be an effort to discredit him in the eyes of his chief by magnifying the importance of errors which are committed in his department and spreading criticism concerning his methods and personality

Executive Conduct.—Proceed along similar lines to those laid down for the covert opposition of employees. Inform your chief when you are sure of such opposition, but do not attempt to color the chief's viewpoint in the matter. Leave it to him to determine the justice of the opposition. Open discussion should be approached frankly with a sincere desire to find the reason and cooperate in the removal of the cause. If you find that this is impossible, ignore the attitude unless it seriously affects the success of your work. In this case, lay the matter before your chief, being careful to treat it from an unemotional and judicial standpoint without evidence of rancor or malice. Such an uncalled-for attitude on the part of associate executives is to be pitied rather than assailed.

Discussion.—What is your response to the following comments:

(a) If I disagree with my chief, I don't see why I should hasten to do as he says. I think an administrator respects his executives more if they show the courage of their convictions.

Is this a proper method of showing the courage of one's convictions? How should it be done? It is said that an executive responsibility is the maintenance of the momentum of production. Does this statement explain the significance of action in executive work? Does an executive lose prestige through the carrying out of orders with which he does not concur in point of method?

(b) To deny me freedom of speech in criticizing my chief is to challenge my rights of personal liberty. The proper sort of a superior officer does not merit criticism from his subordinates.

Is it the presence of the right, or the desire to criticise which is under discussion? Is it possible for a superior officer to obtain complete agreement with his subordinates in matters of method in the attaining of an objective? Why?

(c) When our chief gives us an order he expects it to be complied with at once. When we ask a decision of him, he should reciprocate by giving us a prompt response.

What determines the timing of an order? What determines the timing of a decision? If an order is not carried out promptly, what may happen? If a decision is made promptly, what may happen?

(d) If I go to my chief and ask his advice, he always wants to know what I would advise. If I do not talk with him but follow my own judgment, he reprimands me for overstepping my authority. He is a hard man to please.

Is the chief in a better strategical position in case of the failure of the plan if it is suggested by the executive or by himself? How may a chief develop an executive for increased responsibilities? Is anything to be gained by a comparison of viewpoints and opinions?

(e) I never suggest anything to my chief without finding him opposed to the idea. He isn't unfriendly about it, but he seems to be naturally negative. Usually he agrees ultimately to my proposals but not until I have used every available argument. He would be an excellent administrator if he were not so difficult to deal with.

Why do administrators purposely assume a negative attitude toward the proposals of their subordinates? What effect does a chief's reputation for fair-mindedness coupled with a negative attitude, have upon the executive? Upon the quality of his proposals? Is the vigor with which

an executive supports a proposal one measure of executive ability?

(f) I don't believe in discussing wage increases for my workmen with my superior officer. If he hasn't sufficient confidence in my judgment in these matters, then I am not fit to be his executive.

May other factors beside that of merit enter into the problem of wage increases? Should wage increases be founded upon executive judgment? If not, upon what?

(g) An executive should be held solely for results, and should be allowed to conduct the work as he sees fit. The need of conferences between administrators and executives on operating problems indicates that executives are being hampered, or that they have not the requisite capacity for their responsibilities.

Should operating standards be entirely determined by executive experience and judgment? Why? What is the purpose of conferences? To obtain the benefits of group experience? To obtain the benefits of discussion? What are the benefits of discussion? To obtain coordination in the timing of effort? To overcome narrowness of executive viewpoint? Why is this desirable? Are there other values to be gained from conferences? What is the general nature of topics to be discussed at conferences? Are conferences primarily for the consideration of past, present or future activities? Are they called mainly to plan, to supervise or to measure the result of operation? Are their activities essentially creative or conserving?

(h) Difficulties with other executives are bound to occur. You owe it to yourself to cultivate your standing with the higher officials so that when trouble comes, you will be in a favored position.

Should legitimate difficulties be overcome by strategy, by compromise, or by the integration of conflicting ideas?

Is the cultivation of a certain standing with administrators necessary to protect the executive against the stresses of organization politics?

(i) The real source of employee errors lies with the employment manager. The right sort of employee doesn't make errors.

Are there not other reasons? Inadequate training? Inadequate method? Equipment? Materials? Environment? Incentive? Morale?

(j) If you anticipate opposition from other executives, remember that the best defense is a strong offense. If you beat a man at his own game, he respects you and becomes your friend.

Is it better strategy to follow this proposal or to remove the basis of difference before hostilities commence? Is there a value in persistent discussion of subjects around which a difference of opinion exists? Does hatred usually thrive upon an increased acquaintance with a personality? Is there a value in persistent friendliness?

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